ED 401 377 AA 001 279

Resources in Education (RIE). Volume 32, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 401 378 CE 071 252

Trusiak, Virginia
Phoenix Closures, Inc. Curriculum. Basic Workplace Math. Worker Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 24p.; For related documents, see ED 379 954-957, ED 391 396-400, ED 392 309-310, and CE 071 253.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Arithmetic; *Basic Skills; Behavioral Objectives; Blueprints; Calculators; *Competency Based Education; Estimation (Mathematics); Fractions; Learning Activities; Lesson Plans; *Mathematics Skills; Measurement Techniques; *Numeracy; *Problem Solving; *Workplace Literacy

This document contains the lesson plans for a 12-week course in basic workplace math that was developed for clothing and textile workers through the joint efforts of Northeastern Illinois University's Chicago Teachers' Center and the Amalgamated Clothing and Textile Workers Union. A chart for recording students' mastery of 25 course objectives is provided. The following topics are covered in the 12 course units: goal setting and math phobia; enumerating and computing; basic operations and workplace computing (addition and subtraction); basic operations and workplace computing (multiplication and division); workplace problems for production; introduction to fractions; basic operations for

ED 401 397 CE 072 884

Pettitt, Aidan
Adults and GNVQs.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; *Adult Students; *Curriculum Development; Delivery Systems; Educational Demand; Educational Needs; Feasibility Studies; Foreign Countries; *Noncollege Bound Students; Postsecondary Education; Prior Learning; Program Development; *Reentry Students; Student Certification; Student Recruitment; Technical Institutes; *Vocational Education
IDENTIFIERS- Educational Marketing; *General National Vocational Qualif (England)

This document is intended for further education colleges in the United Kingdom wishing to extend their General National Vocational Qualification (GNVQ) provision to adults, extend their adult students' options for accreditation, or review the suitability of different qualification routes for adults. It presents information about the development of GNVQ delivery for adult students that was gathered during a 1994 study of the feasibility of offering GNVQs to students aged 19 years or older who are not interested in pursuing higher education. Presented first are brief overviews of the various government-approved certification methods and the research project on which this document is based. In the next two sections, reasons for offering GNVQs to adults are examined and GNVQs are compared with other qualifications. Strategies for marketing GNVQs to adults and recruiting adults to GNVQs are examined in section 4, and guidelines for organizing GNVQ provision for adults are provided in section 5. Section 6 discusses selected aspects of designing GNVQ learning programs (induction programs, teaching strategies, core skills, assessment, course teams, and evaluation). Concluding the document are a brief conclusion, information about the Further Education Development Agency's (FEDA) GNVQ support program for 1996-97, a list of related FEDA publications, and a glossary. (MN)

ED 401 398 CE 072 885

Scott, James Calvert
Facilitating International Business Communication: A Global Perspective.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Business Education; Classroom Techniques; Communication Skills; Computer Literacy; Cultural Awareness; Cultural Differences; *Curriculum Development; *Fused Curriculum; *Global Approach; *International Communication; Postsecondary Education; Secondary Education; Teaching Methods

This document, which is intended for business educators at all levels, outlines two approaches to facilitating international business communication by adopting a global approach in business communication and related business education courses.

ED 401 415 CE 072 906

Cunningham, Phyllis
Ideological Space Makers: The Need in Graduate Programs in Adult Education.
PUB DATE- May 96
NOTE- 10p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Blacks; College Programs; Doctoral Programs; Educational Change; Educational Development; *Educational Innovation; *Graduate Study; Masters Programs; *Minority Groups; Program Development; Program Implementation; Student Recruitment; Universities
IDENTIFIERS- *Northern Illinois University

The adult education graduate program at Northern Illinois University began offering courses in 1969. Starting points of a progressive agenda were urban, race, and class. Students, many of whom had experience with the social upheavals of the 1960s, along with community-based organizers and the International Council for Adult Education, pushed the program into a more radical critique. The program gained a department chair who supported change. It became more visible as marginalized persons graduated and entered the field, and the curriculum became more critical, inclusive, and sociological. The program grew quickly from 1976. Believing the program was held hostage by flawed assumptions perpetrated in the late 19th century under the ideal of meritocracy, the chair developed cohort programs with preset curricula, group support, a schedule to accommodate the part-time student, and emphasis on leadership and policy studies. Prior to the cohorts, the adult education faculty had recruited 16 percent marginalized and 15 percent international students among 178 doctoral students; in contrast, the 3 doctoral cohort groups with 87 students had 64 percent from marginalized groups. Clearly, the cohorts were an effective way to recruit marginalized persons. The cohort concept proved to be an appropriate option for democratizing the university and increasing the graduation rate. A next step would be to develop a project that could center and extend the progressive social change agenda. (YLB)

ED 401 416 CE 072 907

Hong, Ki-hyung
Senior Citizen Education in Korea: Current Status and Demands.
PUB DATE- May 96
NOTE- 12p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Educational Needs; Foreign Countries; Needs Assessment; *Older Adults; Program Content; Program Development
IDENTIFIERS- *South Korea

ED 401 432 CE 072 925

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 2: Career Development, General Education and Remediation, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 319p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Computer Assisted Manufacturing; Course Content; Curriculum Development; Employment Potential; Entry Workers; *General Education; *Job Skills; Job Training; Learning Modules; *Machinery Industry; Machine Tool Operators; Machine Tools; Manufacturing Industry; Mathematics Instruction; *Metal Working; Postsecondary Education; Reading Instruction; Remedial Instruction; Secondary Education; *Standards

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume is organized in the following sections: (1) career development--information on establishing and operating career development centers that help students prepare for careers in the machining and machine tool industries; (2) career action plans--the methods and procedures for developing a career path in the industries for high school students, displaced workers, and employees who want to upgrade their skills; (3) career orientation modules--a 6-week or 180-hour self-paced introduction to the basic hand tools, practices, and equipment used in the machine tool and metal-working occupations; (4) sample internship agreement; (5) outlines of eight remediation courses (three reading, two English, and three mathematics) developed to raise students' skills and knowledge to the level necessary to succeed in college; (6) 11 general education courses (four English, three mathematics, one physics, and three psychology) to be offered in conjunction with the technical courses; and (7) MAST Remote Site and Industrial Model--guidelines for using the MAST technical curricula as a base in preparing customized training for industry customers to update the skills of current employees. Appendixes containing forms necessary to market, plan and implement, the MAST training model and sample training modules are included. (KC)

ED 401 433 CE 072 926

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 3: Machining, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

ED 401 446 CE 072 939

Benett, Yves
Good Practice in GNVQ Induction Programmes. Project Report.
SPONS. AGENCY- Employment Dept., London (England). Training, Enterprise, and Education Directorate.
PUB DATE- 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Allied Health Occupations Education; Business Education; Case Studies; *Competency Based Education; *Demonstration Programs; *Educational Practices; *Employment Qualifications; Environmental Education; Foreign Countries; Graphic Arts; Hospitality Occupations; Integrated Curriculum; Manufacturing; Postsecondary Education; Questionnaires; Science Instruction; Tourism; *Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England)

A 2-year research and development project was conducted to identify existing good practices for introducing students in the United Kingdom (UK) to General National Vocational Qualifications (GNVQs) and available teaching and learning materials for use in the induction of GNVQs in UK schools and colleges. The main activities of the project's three phases were as follows: research phase (review of the GNVQ literature, initial exploratory visits to a few identified GNVQ centers, development of a questionnaire for a mail survey and selection of a sample of 20 cases of good practice in induction of GNVQs in schools and colleges in 8 vocational areas and at 3 levels, development of an interview schedule, and conduct of 9 in-depth case studies of GNVQ center programs in art and design, business, science, the built environment, health and social studies, hospitality and catering, leisure and tourism, and manufacturing; development phase (production of draft reports on good practice and draft teaching/learning support materials); and promotion phase (refinement of examples of good practice through a workshop). (The bibliography lists 57 references. Appendixes constituting approximately 70% of this document contain the following: questionnaires and interview schedules, nine case studies, and a list of schools and colleges visited.) (MN)

ED 401 447 CE 072 940

Duffy, Linda
School-to-Work Career Portfolios. Instructional Guide. Family & Consumer Science.
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; *Consumer Education; Decision Making; *Education Work Relationship; *Family Life Education; Grade 8; *Home Economics; Interest Inventories; Job Search Methods; Junior High Schools; Middle Schools; *Portfolio Assessment; Portfolios (Background Materials); Records (Forms)

With this instructional guide, teachers of eighth-grade family and consumer sciences courses can help their students create a school-to-work career portfolio and accomplish the following

ED 401 465 CE 072 993

Andrew, Erika Nielsen, Ed.
As Teachers Tell It: Implementing All Aspects of the Industry. The Case Studies. Volume One .
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 180p.; For related supporting materials, see CE 072 994.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Career Exploration; Case Studies; *Curriculum Development; Educational Change; *Educational Improvement; Educational Legislation; *Education Work Relationship; High Schools; *Integrated Curriculum; Program Effectiveness; *Vocational Education
IDENTIFIERS- *All Aspects of the Industry; Cambridge Public Schools MA; Milwaukee Public Schools WI; Oakland Unified School District CA; Pittsburgh School District PA

The All Aspects of the Industry (AAI) approach, one of a number of educational reforms designed to reduce the gap between vocational and academic education, provides a framework for schools to redesign their programs around broadly conceived, interdisciplinary, industry-focused programs. With an AAI framework, schools can prepare students for a range of workplace roles and for participation in high-performance work organizations. These programs provide an enriched environment for a blend of vocational and academic education, career exploration opportunities, and more effective school-to work transitions. A series of workshops allowed organizational representatives and school team members involved in AAI to share successes and techniques. Four case studies illustrate applications of the AAI approach: (1) a team in Oakland, California incorporated AAI in four major components of its Health and Bioscience Academy; (2) the Cambridge, Massachusetts team used AAI as the theme for reshaping the 10th-grade curriculum at Rindge School of Technical Arts to integrate exposure to different career paths with the provision of transferable vocational and academic skills; (3) Milwaukee's (Wisconsin) South Division High School team expanded an existing hospitality management project to encompass more aspects of industry and designed a larger-scale project for future implementation; and (4) Pittsburgh's (Pennsylvania) educators produced an assessment rubric based on AAI for assessing work-based learning projects in Pennsylvania Youth Apprenticeship Programs. Evaluation of the projects showed the following: they all emphasize student ownership, make students take responsibility for their education, appeal to students' interests, develop structured pathways, use experiential learning methods, create individualized learning experiences, and create and foster communities of which students and staff can feel a part. (KC)

ED 401 466 CE 072 994

Andrew, Erika Nielsen, Ed.
As Teachers Tell It: Implementing All Aspects of the Industry. Supporting Materials. Volume Two.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 309p.; For related case studies, see CE 072 993.

ED 401 482 CE 073 035

Gender and Employment. Current Statistics and Their Implications.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Graduates; *Education Work Relationship; *Employed Women; Employment; Females; Higher Education; High School Graduates; Job Skills; Labor Force; *Males; Noncollege Bound Students; *Nontraditional Occupations; Occupational Information; Policy Formation; Public Policy; *Salary Wage Differentials; Secondary Education; *Sex Discrimination; Sex Fairness; Wages

This publication contains three fact sheets on gender and employment statistics and their implications. The fact sheets are divided into two sections--statistics and implications. The statistics present the current situation of men and women workers as they relate to occupations, education, and earnings. The implications express suggestions for developing high quality work force preparation programs. The topics of the three fact sheets are as follows: gender and labor force participation; gender and earnings; and education, earnings, and gender. Some of the information reported in the fact sheets includes the following: (1) men's share of the labor force continues to decline, whereas women's continues to increase, with women now representing almost half or all workers; (2) women continue to earn an average of only 75.5 percent of men's wages, with full-time women employees making substantially less than men in almost all occupations; (3) two-thirds of all part-time workers are women; (4) families maintained by women without a husband had a median income of $17,443 in 1993 (5) for families maintained by men only, the figure was 26,467; (6) married-couple families had a median income of $43,005; (7) 91 percent of female and 88 percent of male labor force participants in 1995 had high school diplomas; (8) 44 percent of women on Aid for Families with Dependent Children had less than a high school education; and (9) 75 percent of female heads of households with less than a high school diploma are living in poverty. Implications for educators, employers, and public policy makers are as follows: students should be made aware of the practical side of work life and how their choices affect their earning power; programs should be implemented for single parents with less than a high-school diploma; students should be informed of the advantages and disadvantages of nontraditional employment; and efforts should be made to continue closing the wage gap between men and women. Contains 19 references. (KC)

ED 401 483 CE 073 040

Norton, Robert E.
DACUM Handbook. Second Edition. Leadership Training Series No. 67.
PUB DATE- 97
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 401 500   CG 027 024

Millar, Garnet
Helping Schools with Career Infusion. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Career Awareness; *Career Development; *Career Education; Career Guidance; *Careers; Education Work Relationship; Foreign Countries; *Prevocational Education; Secondary Education; Teacher Influence; Vocational Interests
IDENTIFIERS- Canada; *Career Infusion; ERIC Digests

Career education is moving away from addressing careers as a single choice in time, or as one unit or course in a curriculum. This digest discusses the infusion of skills (research, thinking, questioning) into the regular school curriculum and describes one such infusion program. Research indicates that instilling these skills into education (rather than teaching them separately) benefits the students best as long as such instruction is accompanied by professional development or staff training. Teachers have a strong influence on students' career development and infusion courses help them make a conscious impact on students. Teachers learn a basic framework for career planning and are shown how to connect activities in the classroom to the events unfolding in the labor market. In addition to infusing career development ideas in career content, teachers are encouraged to implement the ideas outside of class as well. The ultimate goal is for students to experience a smooth transition from school-to-school or school-to-work. But in order for teachers and counselors to infuse career development into the curriculum, professional development needs to be provided; infusing career education into all subject areas by providing professional development to educators, can make this approach a reality. (RJM)

ED 401 501   CG 027 025

Gitterman, Aryeh; And Others
Outcomes of School Career Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Career Awareness; *Career Development; *Career Education; Career Guidance; *Careers; Children; Cooperative Education; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Individual Development; *Prevocational Education; Social Development; *Student Development; Vocational Education; Vocational Interests
IDENTIFIERS- Canada; ERIC Digests

Historically, the place of career education in the educational agenda has not been clear. No shared belief exists as to how schools ought to prepare students for adult life. This digest

ED 401 520 CS 012 639

Zakaluk, Beverley L.
Sun Valley Elementary School Reading and Writing Assessment Project: Final Report.
PUB DATE- 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Uses in Education; Elementary Education; Foreign Countries; Hypermedia; *Instructional Effectiveness; *Multimedia Instruction; *Reading Achievement; Reading Instruction; Reading Research; *Writing Achievement; Writing Instruction; Writing Research
IDENTIFIERS- Canada; Gates MacGinitie Reading Tests; River East School Division 9 MB

A study investigated the effectiveness of integrating computer technology (multimedia learning resources in a "virtual" classroom) with content area and reading and writing curriculum. All students in grades 2 through 5 at Sun Valley Elementary School, Canada, had their reading and writing assessed. In addition, the writing performance of students in 2 outside-the-division schools, one rural and one suburban, was compared with the writing performance of Sun Valley students; and the reading and writing performance of students in the French immersion and regular programs at Sun Valley were compared. Teachers, resource teachers, and the school administrator were interviewed. Results indicated that (1) students in all grade levels (including students in the French immersion program) significantly improved their reading achievement in both vocabulary and comprehension; (2) students in all grade levels (including students in the French immersion program) made significant gains in their writing achievement; (3) Sun Valley students' performance ratings were significantly higher than performance ratings of students in the two comparison schools; (4) teachers appreciated receiving the standardized test results, and were highly pleased when results indicated significant student gains; and (5) classroom teachers reached a consensus that previously taught informative text structures require continued reinforcement. (Contains 20 references and numerous unnumbered tables, charts, and figures of data. Appendixes present reading scores; writing scores; guidelines for General Impression Scoring; analytic trait scoring guides; and exemplary papers. (RS)

ED 401 521 CS 012 642

Spann, Mary Beth
Phonics. Quick-and-Easy Learning Centers, Grades K-2.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Educational Games; *Language Arts; *Learning Centers (Classroom); *Phonics; Poetry; Primary Education; Reading Aloud to Others; *Reading Skills; Songs; *Writing Skills
IDENTIFIERS- Phonemic Awareness; Phonological Awareness

Suggesting that phonics instruction that is an integral component of a language arts program can offer children important skills

ED 401 539 CS 215 541

Gradin, Sherrie
What Happens to the Writing Program Administrator When the Writing Requirements Go Away?
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference of College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Change; *Administrator Role; *Educational Change; English Curriculum; English Departments; *General Education; Higher Education; *Program Administration; Student Placement; Teaching Assistants; *Writing Instruction
IDENTIFIERS- *Portland State University OR

Sweeping reforms within general education have brought radical changes to traditional writing requirements at many institutions around the country, in some cases extending to the elimination of those requirements. At Portland State University (Oregon), writing is now to be the province of those teaching in the new general education program. Many issues are raised when writing instruction and general education merge--or collide. New placement strategies and new ways of gathering outcomes for these strategies must be designed and displaced teaching assistants--renamed graduate assistants--reassigned within the English Department. A Writing Program Administrator (WPA) faces issues regarding budgetary resources commitment and funding which, rather than coming in a lump sum, has to be found through various funding sources according to the work done. The loss of writing requirements has transformed, but not done away with, the WPA's job and redefined the training and supervision of teaching assistants, whose duties each have different expectations, methodologies, and power structures than before. (CR)

ED 401 540 CS 215 542

Jeney, C. J.
Bringing Them Home: Stretch 101...A Practical Guide to the Long Haul.
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Higher Education; *High Risk Students; Journal Writing; *Teacher Student Relationship; Teaching Methods; *Writing Across the Curriculum; Writing Assignments; *Writing Laboratories; *Writing Strategies
IDENTIFIERS- *Basic Writers

Students are advised to enroll in WAC 101--a writing across the curriculum "Stretch" course--based upon SAT scores. Two types of "at risk" English composition students usually comprise a WAC 101 Stretch class. The first type are the familiar students who are underprepared for college writing courses, while the second are students whose "at risk" situation stems more from

ED 401 559 CS 215 567

Johannessen, Larry R.
Using the Arts to Teach Vietnam War Literature.
PUB DATE- 24 Nov 96
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (86th, Chicago, IL, November 21-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *English Instruction; Higher Education; Interdisciplinary Approach; Literature Appreciation; Music; Popular Culture; Secondary Education; *Twentieth Century Literature; *United States Literature; *Vietnam War; Visual Arts
IDENTIFIERS- Meaningfulness; *Vietnam War Literature

Starting a unit on Vietnam War literature by having students view slides of the Vietnam Veterans Memorial and listen to letters left there is just the first step in how an English teacher uses the arts to enhance student learning about the Vietnam War and its literature. After discussing their reactions to the slides and the offerings left at the memorial, the students review 13 topics for oral reports that involve music, visual arts, and the performing arts of the period. Through these oral reports that involve the arts, students are able to respond in English class in ways other than through linguistic expression. As a follow-up activity, students relate the art they have researched and reported on orally to the literature they have studied in class. Student responses to the follow-up activity indicated that what the artists and writers were trying to say about the Vietnam War was the common thread through which students were able to make connections between the art and literature. Student responses also illustrate the impact that the art of the war can have and how studying the art can help them make meaning out of the literature. (Contains 15 references and 6 student responses. An appendix describes the 13 oral presentation topics.) (RS)

ED 401 560 CS 215 568

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). History Division.
PUB DATE- Aug 96
NOTE- 549p.; For other sections of these proceedings, see CS 215 569-580.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; Blacks; Broadcast Industry; Censorship; Foreign Countries; *Journalism; *Journalism History; Periodicals; Social Integration; *United States History; War
IDENTIFIERS- China; Dust Bowl (Great Depression); Japanese Relocation Camps; Ku Klux Klan; *Media Coverage; Muckraking; New Republic (Journal); New York Times; Womens History

The history section of the Proceedings contains the following 17 papers: "A Bid for Legitimacy: The Women's Press Club Movement, 1881-1900" (Elizabeth V. Burt); "'Securing the Affections of Those People at This Critical Juncture': Newspaper Portrayal of

ED 401 576 CS 509 335

Senat, Joey
On-Line Student Publications: Do Student Editors at Public Universities Shed Their First Amendment Rights in Cyberspace?
PUB DATE- Aug 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Censorship; Court Litigation; Electronic Publishing; *Freedom of Speech; Higher Education; *Internet; Journalism Research; News Media; Obscenity; Public Colleges; *School Newspapers; *Student Publications; *Student Rights
IDENTIFIERS- Cyberspace; Federal Communications Commission; *First Amendment; Scholastic Journalism

The First Amendment rights of students at public universities and colleges are well established by federal and state courts. Where a publication has been created as a forum for student expression, college authorities may not exercise anything but advisory control over editorial decisions of student editors. On-line student newspapers and literary magazines would seem to fall within the broad view of forms of expression granted these free press rights by the courts. Hence, the growing number of on-line student publications should be afforded the same First Amendment rights as their ink-and-paper forerunners. Universities adopting a hands-on attitude, despite consistent rulings by the courts granting editorial control to student editors, could find themselves being held liable for defamatory and privacy-invading statements made in those publications, while colleges that abide by the courts' rulings should be immune from such liability. However, Congress has muddied the First Amendment stream by treating the Internet--at least for the purposes of controlling obscenity and indecent language--as a medium to be regulated by the Federal Communications Commission. It may be that public universities will be forced to oversee and punish students for violations of the Communication Decency Act. That means that student editors could find themselves able to publish certain materials in print but not on-line. It can be argued that the rationales for allowing greater governmental restriction of broadcast media do not apply to on-line student publications. (Contains 121 references.) (TB)

ED 401 577 CS 509 346

Barnes, Beth E.; Lloyd, Carla V.
Advertising Curriculum Review: Case Studies of Two Alternative Approaches.
PUB DATE- Aug 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 401 596 EA 027 671

Smith, Stuart C., Ed.; Piele, Philip K., Ed.
School Leadership: Handbook for Excellence. Third Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 444p.; For the second edition, see ED 309 504.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Qualifications; *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Ethics; *Leadership; Leadership Qualities; Leadership Styles; Participative Decision Making; Principals; Quality Circles; School Based Management

School leaders, especially principals, will play a major role in determining how effectively public schools are able to respond to the challenges of the next century. This handbook summarizes, analyzes, and synthesizes literature on educational leadership. It also integrates theory and practice, containing ideas from practitioners. The volume looks at leadership from four perspectives--the person, the values, the structure, and the skills. Three chapters in part 1 focus on the person who holds a leadership position, including the characteristics of an effective leader, leadership styles and strategies, and leadership training. Three chapters in part 2 deal with the foundation of ethics, vision, and values that give moral purpose to the practice of school leadership. The third part contains three chapters that examine the systems of support structures that underlie school leadership, including school-based management, quality work teams, shared decision making. Six chapters in part 4 focus on leadership skills, such as leading the instructional program and staff; communicating; building coalitions; leading meetings; and managing time, stress, and conflict. (Some of the data for chapters 7, 8, and 13 were derived from a total of 14 interviews with superintendents, administrators, educators, and members of educational partnerships. Eight tables are included. References accompany each chapter.) (LMI)

ED 401 597 EA 027 901

Greene, Jay P.; And Others
The Effectiveness of School Choice in Milwaukee: A Secondary Analysis of Data from the Program's Evaluation. Occasional Paper 96-3.
PUB DATE- Aug 96
NOTE- 48p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, CA, August 30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Data Analysis; Elementary Secondary Education; *Evaluation Problems; Program Effectiveness; Program Evaluation; Research Methodology; Research Problems; *School Choice; Scores; Standardized Tests; Statistical Analysis
IDENTIFIERS- Milwaukee Public Schools WI

In 1990, Milwaukee (Wisconsin) became the site of the first

ED 401 616 EA 028 048

Derlin, Roberta L.
New Mexico's Current School Finance Status.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Salt Lake City, UT, March 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Support; *Resource Allocation; School Support; *State Aid; State Government; State Legislation; State School District Relationship
IDENTIFIERS- *New Mexico

New Mexico has a great sense of pride in its school funding formula as originally conceived. Over time, however, an increasingly politicized atmosphere led to changes in the formula. This paper incorporates input from school administrators and state policy makers to identify a variety of issues influencing the current status of school finance in New Mexico. Data were collected through face-to-face and telephone interviews with school district superintendents, school district financial officers, and members of New Mexico state and regional associations for district administrators and financial officers. The paper provides an overview of the state's financial environment during fiscal years 1996 and 1997, which were characterized by increasing public demand for accountability and uncertainty about federal funding. The paper also describes the funding-formula controversy, including revisions for costs associated with urban high-density environments and incremental costs associated with hiring educated and experienced teachers. A more critical issue for district administrators in New Mexico, aside from the funding-formula debate, is how to provide all students with a quality education in light of limited resources. (LMI)

ED 401 617 EA 028 049

Derlin, Roberta L.
New Mexico School Finance: An Historical Perspective.
PUB DATE- Mar 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Salt Lake City, UT, March 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; *Finance Reform; Financial Policy; Financial Support; Higher Education; Resource Allocation; *School Funds; *School Support; *State Aid; State Legislation
IDENTIFIERS- *New Mexico

New Mexico has a long history of funding public education through state revenues distributed by formula funding. K-12 education in New Mexico relies on central state funds rather than on local property taxes. This paper presents a history and overview of the current funding formulas for K-12 and higher education, as well as other funding sources for public

ED 401 635 EA 028 084

Evans, Thomas J.
Deming's System of Profound Knowledge: An Overview for International Educators.
PUB DATE- Nov 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administration; Elementary Secondary Education; Employer Employee Relationship; *Management Systems; *Organizational Change; *Organizational Development; Organizational Theories; *Total Quality Management
IDENTIFIERS- *Deming (W Edwards)

W. Edwards Deming called for the transformation to a new style of organizational management based on greater cooperation between managers and employees. This transformation could be achieved by introducing "profound knowledge" into the system. This paper is a presentation outline that was used to introduce the basics of Deming's theory of organizational improvement to a group of teachers and administrators associated with the Association of Bilingual Schools of Honduras. Because Deming's Fourteen Points for Management embody the components of profound knowledge, application of the points is necessary for achieving system transformation and more effective management. The aim of transformation is to change the prevailing style of management. Profound knowledge is composed of four interrelated concepts: (1) organization members' appreciation for systems thinking; (2) knowledge about variation within systems; (3) a conceptualized theory of knowledge; and (4) an understanding of psychology. Five figures that were used as overhead transparencies to highlight key concepts are included. Appendices summarize Deming's theoretical perspective. (Contains 6 references and a list of 32 related readings.) (LMI)

ED 401 636 EA 028 085

McCafferty, Steve; And Others
The Administrator Development Academy: Addressing the Behaviors, Beliefs and Practices Needed for Future Educational Leaders.
PUB DATE- Oct 96
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Adult Learning; *Collegiality; *Educational Administration; Higher Education; Interpersonal Communication; *Leadership Training; *Management Development; Program Design; Theory Practice Relationship
IDENTIFIERS- University of Cincinnati OH

The Administrator Development Academy (ADA) is a six-week, intensive, collaborative-learning experience that explores the theory-practice link and effective leadership qualities. Begun in 1985, the academy is part of the educational administration program at the University of Cincinnati (Ohio). The program stresses communication, collegiality, authentic leadership, and adult learning theory. This paper describes the program's development, organization, curriculum, and basic principles.

ED 401 654 EC 305 099

Szymanski, Edna Mora, Ed.; Parker, Randall M., Ed.
Work and Disability: Issues and Strategies in Career Development and Job Placement.
PUB DATE- 96
NOTE- 458p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Counseling; *Career Development; Career Education; Compliance (Legal); *Disabilities; Economic Factors; Employer Attitudes; *Employment; Employment Potential; Federal Legislation; *Job Placement; Job Search Methods; Labor Market; Models; Psychological Needs; Supported Employment; Vocational Education; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Employment Accommodations (Disabilities)

This text presents the context, theories, resources, and strategies necessary to promote the employment of people with disabilities. The book is intended for rehabilitation professionals, special educators, psychologists, social workers, mental health counselors, vocational counselors, and vocational educators. The 12 chapters are based on a model of career development for people with disabilities which stresses the relationship of career development to individual, contextual, mediating, work environmental, and outcome factors. Chapter titles and authors are: (1) "Work and Disability: Introduction" (Edna Mora Szymanski and Randall M. Parker); (2) "Psychosocial and Economic Aspects of Work: Implications for People with Disabilities" (Edna Mora Szymanski and others); (3) "Legislation Concerning Career Counseling and Job Placement for People with Disabilities" (Marita M. Danek and others); (4) "Career Development Theories, Constructs, and Research: Implications for People with Disabilities" (Edna Mora Szymanski and others); (5) "Issues in Vocational Assessment and Disability" (Randall M. Parker and James L. Schaller); (6) "Disability and Accommodation" (Martin Brodwin and others); (7) "Occupational and Labor Market Information and Analysis" (Jeanne Boland Patterson); (8) "Career Development Interventions for People with Disabilities" (Edna Mora Szymanski and others); (9) "Employers and Job Development: The Business Perspective" (Michael J. Millington and others); (10) "Securing Employment: Job Search and Employer Negotiation Strategies in Rehabilitation" (David Hagner and others); (11) "Supporting Placement" (Cheryl Hanley-Maxwell and others); and (12) "Career Counseling and Job Placement: Theory and Practice" (Paul Salomone). (Individual chapters contain references.) (DB)

ED 401 655 EC 305 100

Hanson, Marci J., Ed.
Atypical Infant Development. Second Edition.
PUB DATE- 96
NOTE- 529p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 401 673 EC 305 163

Castle, Sally L.
Improving Interpretative Skills of Preservice Teachers for Modifying Curriculum To Improve Instruction for Young Special Needs Students Placed within Inclusive Education Settings.
PUB DATE- 96
NOTE- 93p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; Disabilities; Early Childhood Education; Higher Education; *Inclusive Schools; *Instructional Design; Instructional Improvement; Media Adaptation; *Preservice Teacher Education; *Skill Development; *Special Needs Students; Student Teachers; Teacher Education Programs
IDENTIFIERS- *Academic Accommodations (Disabilities)

This practicum was designed to improve the interpretative skills of 50 preservice teachers enrolled in the early childhood teacher education program, to enable them to modify the curriculum to improve instruction for students with special needs placed in inclusive education settings. The preservice teachers lacked the ability to design appropriate learning environments with adaptations, modify curricula, gather appropriate facts from observations, and write modified lesson plans. Several strategies were used, including: (1) training in special adaptations and modifications for improving instruction; (2) training in creating a modified curriculum web; (3) incorporating interdisciplinary team training into the early childhood course; (4) improving observation skills for interpreting information for modifying lesson plans; (5) providing information on inclusive education models; and (6) using study circles. The strategies resulted in the preservice teachers' ability to create a modified curriculum web based on developmentally appropriate practices; to develop a 3-week instruction plan based on information obtained from an interdisciplinary team meeting report; to use observations skills for obtaining facts to help write a modified lesson plan; and to write journal abstracts on articles pertaining to curriculum modification for young special needs students. (Contains 40 references.) (CR)

ED 401 674 EC 305 164

Reid, Jennifer; And Others
Pupils with Special Educational Needs: The Role of Speech & Language Therapists.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- Oct 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; Foreign Countries; *Language Impairments; Parent Attitudes; Parent School Relationship; Personnel Needs; Program Effectiveness; Program Evaluation; *Speech Impairments; Speech Language Pathology; *Speech Therapy; *Staff Role; Teacher Attitudes; *Therapists
IDENTIFIERS- *Scotland

ED 401 691   EC 305 182

Puckett, Kathleen
Practice What You Preach: Integrating Technology into Your Instruction. Getting Started with Multimedia.
PUB DATE- 8 Nov 96
NOTE- 6p.; Paper presented at the Annual Conference of the Teacher Education Division/Council for Exceptional Children (Washington, DC, November 6-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Disabilities; *Educational Media; Elementary Secondary Education; Higher Education; Hypermedia; *Material Development; *Multimedia Instruction; *Multimedia Materials; *Preservice Teacher Education; Special Education Teachers; Teacher Developed Materials; Videotape Recordings

This brief paper outlines a suggested format for incorporating multimedia presentations into teaching preparation courses in special education. It notes that novices and intermediate users can get started using multimedia presentations with minimal office computer equipment. Specific hypermedia and presentation software programs are identified. The paper lists eight steps in developing a multimedia presentation: (1) "storyboarding" of general ideas; (2) preliminary development using a multimedia authoring program; (3) gathering and saving media in digitized format; (4) revising the multimedia program; (5) developing a media disc on CD-ROM; (6) re-revising the multimedia program; (7) testing the program for "crashes"; and (8) field testing and presentation. (Contains 13 references.) (DB)

ED 401 692   EC 305 183

Hemming, Heather; MacInnis, Carole
Mediating Learning for Students with Learning Disabilities in a Whole Language Curriculum.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Principles; Elementary Secondary Education; Foreign Countries; Generalization; Individualized Instruction; Language Arts; Language Skills; *Learning Disabilities; Teacher Role; Teacher Student Relationship; *Teaching Methods; *Whole Language Approach

This paper reviews the literature on the teacher's role in mediating learning for students with learning disabilities in whole language instructional programs, with specific emphasis on teaching students the parts of language and generalizing this knowledge to various contexts. Principles identified in the review include the following: the dynamic nature of the relationship between teacher and child; the importance of facilitating the child's ownership of his/her own learning; mediated instruction which is "functionally contingent"; a

ED 401 711 FL 023 301

Moshi, Lioba
The Teaching of African Languages: Content, Context, and
Methodology.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *African Languages; Classroom Techniques; *Course
Content; Educational Environment; *Instructional Materials;
Material Development; *Media Selection; Second Language
Instruction; *Second Languages; Teacher Developed Materials;
Teaching Methods; *Uncommonly Taught Languages
IDENTIFIERS- Authentic Materials

Three interdependent components--content, context, and methodology--are discussed as they relate to the teaching of African languages to non-native speakers. Content depends on type and availability of instructional materials, which may be quite limited. If textbooks are not available, the teacher must select from varied authentic materials and graded stories. Absence of graded materials such as textbooks requires that the teacher be trained in or familiar with learner-oriented teaching strategies, and has the disadvantage that learners can not preview and review materials from the same source. Establishment of content goals facilitates lesson planning. Dictionaries may be scarce, and materials should include a simple, relevant glossary. Social and cultural contexts of the content used are important elements in effective teaching of grammar, because they may be unfamiliar to the learner. Role-playing can be used to establish context. Successful classroom language teaching addresses individual learners' needs and balances competence and performance. Class preparation should include an outline of areas to be covered, detailed notes on subject matter, and a list of lesson-related activities. The lesson plan should be flexible, and incorporate these stages: familiarization; review of old material; introduction of new material; group practice; and reinforcement. (MSE)

ED 401 712 FL 023 663

Vilsaint, Fequiere; Heurtelou, Maude
Pictorial English/Haitian-Creole Dictionary. Revised Edition.
PUB DATE- 96
NOTE- 292p.
LANGUAGE- English; Haitian Creole
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Anatomy; Animals; Buildings; Classroom Environment;
Clothing; Daily Living Skills; Education; English; First Aid;
Food; *Haitian Creole; Hygiene; Illustrations; Interpersonal
Communication; Languages; Music; Numbers; Offices (Facilities);
Recreational Activities; Second Languages; Supplies;
Telecommunications; Transportation; *Uncommonly Taught
Languages; *Vocabulary
IDENTIFIERS- Antonyms; Astrology; *Bilingual Dictionaries; Tools

The English-to-Haitian Creole (HC) dictionary contains simple, direct translations of English words to HC using line drawings. Words are organized by theme: plants; food and drinks; animals; people; ethnicity; clothes; body parts; first aid; buildings;

ED 401 734 FL 024 222

Dimanche, Maurice
Le francais fonde sur la competence, Novice (Competency Based French, Novice).
PUB DATE- Jul 91
NOTE- 44p.; Light type on cover. For related documents, see FL 024 223-225.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competency Based Education; Conversational Language Courses; Cultural Awareness; Cultural Education; Daily Living Skills; *Dialogs (Language); Foreign Countries; *French; *Grammar; *Interpersonal Communication; Introductory Courses; Language Patterns; Second Language Instruction; *Second Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Central African Republic; *Peace Corps

This instructional guide in French is intended for training Peace Corps volunteers serving in the Central African Republic. The guide includes 21 topical lessons at the introductory level, each consisting of briefly stated competency objectives and a number of brief, related situational dialogues. Lesson topics include: greetings; introducing oneself; introducing another person; leave-taking; talking about one's family; talking about objects; locating someone; locating common items; human and animal body parts and tree parts; telling time; weather and seasons; asking prices; shopping; placing an order; food; clothing; physical and mental health; daily activities and travel; expressing intentions; and asking and answering questions. Some illustrations are included. (MSE)

ED 401 735 FL 024 223

Dimanche, Maurice
Le francais fonde sur la competence, Intermediare (Competency Based French, Intermediate).
PUB DATE- Jul 91
NOTE- 65p.; Light type on cover. For related documents, see FL 024 222-225.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competency Based Education; Conversational Language Courses; Cultural Awareness; Cultural Education; Daily Living Skills; *Dialogs (Language); Foreign Countries; *French; Grammar; *Interpersonal Communication; Introductory Courses; Language Patterns; Second Language Instruction; *Second Language Learning; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Central African Republic; *Peace Corps

This instructional guide in French is intended for training Peace Corps volunteers serving in the Central African Republic. It includes 35 topical lessons at the intermediate level, each consisting of briefly stated competency objectives and a number of brief, related situational dialogues. Lesson topics include: introducing oneself; introducing another person; talking about one's family; locating someone; locating common items; orienting oneself; weather and seasons; describing one's physical and mental well-being; expressing wishes, needs, and intentions; shopping; placing an order; describing qualities of a person or object; describing a person; describing an object;

ED 401 756 FL 024 253

Pica, Teresa
Second Language Learning through Interaction: Multiple Perspectives.
PUB DATE- 96
NOTE- 23p.; For complete volume, see FL 024 252.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Interaction; Language Research; *Learning Processes; *Learning Theories; *Linguistic Theory; *Second Language Learning; *Second Languages
IDENTIFIERS- *Interactionism

The interactionist perspective on second language learning has focused on the social aspects of interaction, with interaction viewed as the context and process through which language can be learned. Language learning through interaction can be viewed from several current theoretical perspectives of second language learning: as interaction of learner needs (need to understand the target language and express it across modality with accuracy and appropriately); interaction of learning processes (cognitive, psycholinguistic, social); and interaction of learner with native-speaker interlocutors and with other learners. Researchers are now using a number of approaches to examine relationships between the types of interaction and learner productions within them, ushering in a new phase of research on second language learning that extends the focus beyond social interaction only. Contains 94 references. (MSE)

ED 401 757 FL 024 254

Kubota, Mitsuo
Acquaintance or Fiancee: Pragmatic Differences in Requests between Japanese and Americans.
PUB DATE- 96
NOTE- 17p.; For complete volume, see FL 024 252.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; Business Communication; Comparative Analysis; Contrastive Linguistics; Culture Conflict; Discourse Analysis; English; *Intercultural Communication; Japanese; *Language Patterns; Language Research; *Language Styles; Linguistic Theory; Native Speakers; *Pragmatics; Role Playing; *Second Languages; *Sociocultural Patterns; Speech Acts
IDENTIFIERS- Americans (United States); Japanese People; *Requests

A study investigated differences in the speech styles used in making requests among five native speakers of Japanese (JJ), five American learners of Japanese (AJ), and Americans speaking English (AE) and their implications for intercultural communication. All subjects were adults. Data were elicited in role-plays of a scenario including the face-threatening situation of making a request of a supervisor. Results show differences in the order of speech acts indicating request and reasoning in JJs and AJs; all AJs explained the situation before making the request, while four JJs made the request first. Content of the semantic formulas in each group varied in the style of the request opening, but no significant patterns

ED 401 777 HE 029 610

Study Abroad: You Can Get There from Here. A Guide for Women and Men.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Acculturation; Admission Criteria; *College Admission; College Applicants; Culture Conflict; Eligibility; *Fellowships; Foreign Countries; Health Insurance; Help Seeking; Higher Education; Information Sources; *International Educational Exchange; Interpersonal Competence; Interviews; Letters (Correspondence); Money Management; Parent Financial Contribution; *Scholarships; Standardized Tests; *Study Abroad; *Womens Education
IDENTIFIERS- *Letters of Recommendation

This brochure draws on a study of women's participation in international scholarship programs to provide practical information on a variety of issues in study abroad. While much of the information is intended to address barriers faced by women, it is generally also applicable to men. Topics addressed include: accessibility of program information, which is sometimes considered privileged or may be difficult to find; varied sources of information, particularly organizational; common objections raised to women's participation in international study, and sources of support; the testing and application process (preparing for and taking standardized tests, making application to foreign universities, obtaining effective letters of recommendation, common pitfalls, and making contacts and pursuing connections); issues in the interview and selection process (preparation for the interview, appearance and demeanor, the interview experience, and questions for which the applicant should be prepared); terms and conditions of the scholarship (financial and family issues, health insurance); and culture shock and tips for enhancing acculturation. Emphasis is placed on developing persistence and confidence. (MSE)

ED 401 778 HE 029 611

O'Sullivan, Marie, Ed.; Steen, Sara J., Ed.
Funding for United States Study. A Guide for International Students and Professionals. Second Edition.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 489p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; Financial Support; Foreign Countries; *Foreign Students; *Graduate Study; Higher Education; *International Educational Exchange; *Student Financial Aid; *Study Abroad; *Undergraduate Study; Universities

This guide is designed as a comprehensive reference on financial

ED 401 795 HE 029 642

Cornesky, Robert; Lazarus, William
Continuous Quality Improvement in the Classroom: A Collaborative Approach.
PUB DATE- Aug 95
NOTE- 283p.; For related documents, see HE 029 641-644.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Diagrams; *Educational Improvement; Educational Objectives; Educational Practices; *Educational Quality; Elementary Secondary Education; Flow Charts; *Formative Evaluation; *Goal Orientation; Higher Education; *Improvement Programs; Models; Recordkeeping; Reflective Teaching; Teacher Role; Teaching Methods; Teamwork
IDENTIFIERS- *Continuous Quality Improvement

This text introduces the concepts of Continuous Quality Improvement (CQI) and shows how they can be used in the classroom. A quality classroom is defined as one in which everyone in the class knows the objectives of the class and adopts a quality philosophy to continuously improve the work done to meet those objectives. The general principles and tools of CQI encourage everyone in the classroom to identify inadequate processes and systems, and to recommend improvements. This occurs when teachers effectively cultivate the arts of active listening, analyzing, and implementing. An 11-step approach to CQI in the classroom requires that: (1) the teacher must demonstrate leadership, (2) the mission, goals, and operational definitions of the class must be absolutely clear, (3) most work must be pertinent and flow from the students through teams, (4) course content is connected to the community and the real world, (5) the student is not only treated as a "worker", but also as a team member of the "research and development" department, (6) peer teaching, small group work, and teamwork are emphasized, (7) students should have aesthetic experiences, (8) classroom processes include reflection, (9) all classroom systems undergo constant evaluation, (10) new activities constantly evolve from old, and (11) there must be an audience beyond the teacher. An extensive appendix describes, with examples, a variety of CQI tools, mostly in the form of diagrams, charts, and forms for record keeping. (Contains 25 references.) (JLS)

ED 401 796 HE 029 643

Cornesky, Robert A.
Turning Continuous Quality Improvement into Institutional Practice: The Tools and Techniques.
PUB DATE- 95
NOTE- 152p.; For related documents, see HE 029 641-644.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Change; Case Studies; Change Strategies; Check Lists; Cooperative Learning; *Educational

ED 401 815   HE 029 663

Clotfelter, Charles T.
Buying the Best: Cost Escalation in Elite Higher Education.
PUB DATE- 96
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Costs; Educational Demand; Educational Facilities; Educational Quality; *Educational Trends; *Expenditures; Higher Education; Liberal Arts; *Selective Colleges; Student Financial Aid; Supply and Demand; Teacher Salaries; Trend Analysis
IDENTIFIERS- Carleton College MN; Duke University NC; Harvard University MA; University of Chicago IL

This study examines the economic factors that have contributed to the escalating cost of higher education at elite colleges and universities. It reviews the major explanations that have been offered for rising expenditures in higher education, and then focuses on the rise in spending in the arts and sciences at Harvard University (Massachusetts), Duke University (North Carolina), the University of Chicago (Illinois), and Carleton College (Minnesota) from the 1970s through the 1990s. The study argues that the rise in costs has less to do with increasing faculty salaries or lowered productivity than with a broad-based effort to improve quality, provide new services to students, pay for large investments in new facilities and equipment (including computers), and ensure access for low-income students through increasingly expensive financial aid. It maintains that spiraling costs arise from the institutions' lofty ambitions and are made possible by steadily intensifying demand for places in the country's elite colleges and universities. The study concludes that universities will be pressured to make cuts only if this demand slackens. (Contains 93 references.) (MDM)

ED 401 816   HE 029 664

Gaff, Jerry G., Ed.; Ratcliff, James L., Ed.
Handbook of the Undergraduate Curriculum: A Comprehensive Guide to the Purposes, Structures, Practices, and Change. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 97
NOTE- 747p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; *College Curriculum; College Instruction; *Curriculum Development; Educational Change; Educational History; *Educational Innovation; Educational Objectives; Educational Philosophy; Educational Trends; Futures (of Society); General Education; Higher Education; Intellectual Development; Intellectual Disciplines; Student Development; *Undergraduate Study

This collection of 34 essays provides an overview of the debates and reforms under discussion in regard to undergraduate curriculum. Part 1 focuses on the purposes and objectives of undergraduate education, reviewing pivotal historical developments, changes in the curriculum due to social and fractions; word problems using fractions; percentages and fractional equivalents; measurement (imperial versus metric); numerical interpretations on blueprints; and calculators and estimating and general review. The lesson plan included for each unit contains the following: objectives, learning activities, evaluation activities and criteria, and reinforcement activity. (MN)

ED 401 379　　　　CE 071 253

Trusiak, Virginia
Phoenix Closures, Inc. Curriculum. Workplace Pre Algebra. Worker Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 18p.; For related documents, see ED 379 954-957, ED 391 396-400, ED 392 309-310, and CE 071 252.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Arithmetic; *Basic Skills; Behavioral Objectives; *Competency Based Education; *Equations (Mathematics); Learning Activities; Lesson Plans; *Mathematics Skills; *Problem Solving; *Workplace Literacy
IDENTIFIERS- *Pre Algebra

This document contains the lesson plans for a 12-week course in basic workplace pre-algebra that was developed for clothing and textile workers through the joint effort of Northeastern Illinois University's Chicago Teachers' Center and the Amalgamated Clothing and Textile Workers Union. A chart for recording students' mastery of 25 course objectives is provided. The following activities are completed in the 12 course sessions: making introductions (including beginning a placement inventory test and exploring personal learning styles); completing the placement inventory test and reviewing results; introducing signed numbers and adding and subtracting them; multiplying and dividing signed numbers; using more than one operation with signed numbers; solving equations (defining variables and evaluating algebraic expressions); solving equations with one or two inverse operations; combining like variables; combining variables to solve equations; solving equations with variables on both sides of the equation; solving literal equations; and reviewing concepts and algebraic language for posttesting. The lesson plan included for each unit contains the following: objectives, learning activities, evaluation activities and criteria, and reinforcement activity. (MN)

ED 401 380　　　　CE 071 861

Gordon, Alice I.
Successful Spelling Strategies for Adult Learners. Michigan Adult Education Practitioner Inquiry Project 1994.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; Educational Research; *Educational Strategies; Remedial Instruction; Spelling; *Spelling Instruction

A study explored new approaches to teaching spelling to adult

In the first half of the document, the following steps in implementing the separate-course approach, are examined: understanding the separate-course approach; securing approval for the new course; devising the purpose statement and course objectives; determining the primary instructional orientation; identifying instructional resources; selecting course content and instructional activities (culture, language, environment and technology, social organization, contexting and face-saving, authority conception, nonverbal communication, negotiating, sociobusiness skills, temporal conception, culture shock and reverse culture shock, and country-specific applications); and evaluating course content and instructional activities. Discussed in the second half of the document are the following topics related to implementing the infusion approach: understanding the infusion approach; implementing the infusion approach; and infusing international business communication into various courses (accounting, basic business and economics, business communications, computer literacy, keyboarding, marketing, microcomputer/technology applications, office occupations, teacher education, telecommunications, and training and development). Contains 38 figures/tables and 248 references. (MN)

ED 401 399 CE 072 887

Lundgren, Carol A.; And Others
Teaching Computer Applications.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Classroom Techniques; *Computer Literacy; *Computer Oriented Programs; Computer Software; Curriculum Development; Database Management Systems; Databases; Desktop Publishing; Educational Technology; Postsecondary Education; Secondary Education; *Spreadsheets; Teaching Methods; *Word Processing

This document, which is designed to provide classroom teachers at all levels with practical ideas for a computer applications course, examines curricular considerations, teaching strategies, delivery techniques, and assessment methods applicable to a course focusing on applications of computers in business. The guide is divided into three sections. Section 1 presents an overview of teaching computer applications. Discussed in section 2 are the following topics related to teaching spreadsheet and database software applications: curriculum considerations; evolution of spreadsheet software, evolution of database software; teaching materials and software; technology for teaching; teaching environments, strategies, and evaluation; and evaluation of performance. Section 3 covers the following topics within the context of teaching word processing and desktop publishing: technological influences and the curriculum; teaching strategies and delivery; delivery techniques; and testing and evaluation. Contains 24 figures and 19 references. (MN)

ED 401 400 CE 072 888

Flatley, Marie E.
Teaching Electronic Communication: Technology for the Digital Age.
PUB DATE- 96

The education of senior citizens in South Korea should center on educational programs that develop their consciousness and help them to reestablish their status and role in the family and society. In Korea, any individual or group interested in senior education can initiate programs regardless of place and equipment. They can set the policy and choose learning materials, instructors, and establish the time schedule. According to a 1996 report, the total number of senior citizen schools is 426, and the number of students is 41,151. Purposes and content of senior citizen schools vary according to the backgrounds of the groups involved. They may focus on the issue of the marginalization of aged persons, or they may aim to enhance respect for aged persons as well as the propagation of their religious values. Content may include the following: community activities, domestic and international issues, government activities, guidance of youth, liberal education, health management, recreation, and religious learning. Tasks of senior citizen education in Korea can be divided into two areas: social welfare and individual development. Future directions and tasks of senior citizen education are as follows: redirect its purposes, base content and process on solid research findings, expand financial resources, develop programs to meet needs and interests, and focus on preparation for and enjoyment of later life. (Contains 10 references.) (YLB)

ED 401 417   CE 072 908

Sheared, Vanessa
An Africentric Feminist Perspective on the Role of Adult Education for Diverse Communities.
PUB DATE- May 96
NOTE- 11p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; Andragogy; Black Studies; Cultural Pluralism; *Feminism; *Minority Groups; Models; Research Methodology; *Role of Education; *Womens Education
IDENTIFIERS- *Afrocentrism

According to Knowles (1980), adults come to the learning environment when they are ready. His concept of andragogy is based on these assumptions: changes in self-concept, the role of experience, readiness to learn, and orientation to learning. Increasing concern has been placed upon the need to address the multiple cultural needs of learners and workers in all settings. Hill-Collins (1990) describes a research methodology aimed at collecting and analyzing data from marginalized persons. This Africentric feminist epistemology attempts to provide a medium through which one's interpretation of behavior and thought is grounded in the history, culture, economics, race, gender, language, and religion of those involved in the research. This perspective emphasizes the intersection of multiple, polyrhythmic realities. Polyrhythms are the multiple rhythms that flow and course through one's being. A model has been developed that represents the intersecting polyrhythmic realities based upon the Africentric feminist deconstruction of an individual's world view. Four assumptions formulate the bases for acknowledging one's polyrhythmic realities within the learning environment: concrete experience as the criterion of

PUB DATE- Sep 96
NOTE- 215p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Manufacturing; Course Content; Curriculum Development; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; Machinery Industry; Machine Tools; *Machinists; Manufacturing Industry; Metal Working; *Numerical Control; Postsecondary Education; Secondary Education; *Standards; Teaching Methods

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the machinist specialty area. (A machinist is a person who is responsible for the planning, layout, set up, and operation of hand and machine tools to perform machining operations necessary to produce a workpiece to referenced engineering standards.) This volume is organized in the following sections: (1) a profile of Texas State Technical College, the development center that produced these standards and curriculum; (2) a machinist competency profile of job duties and tasks; (3) a machinist duty, task, and subtask outline; (4) a course curriculum outline, course descriptions, and a list of capital equipment needed; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Machine Tool Practices I-IV; Precision Tools and Measurements; Industrial Specifications and Safety; Survey of Welding Processes and Applications; Manufacturing Processes; Introduction to Computer Numerical Control (CNC); and Advanced CNC. Each course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. Two appendixes contain industry competency profiles and a pilot program narrative. (KC)

ED 401 434 CE 072 927

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 4: Manufacturing Engineering Technology, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 300p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Design; Computer Assisted Manufacturing; Course Content; Curriculum Development; Electromechanical Technology; *Engineering Technicians;

behavioral objectives during the process: demonstrate skills/attitudes essential for job interviews; describe the importance of academic and occupational skills in the workplace; understand the importance of personal skills/attitudes to job success; describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations; demonstrate knowledge of exploratory processes and programs; practice effective group membership skills; identify the applications of academic skills in various occupations; use school and community resources to learn about occupational groups; and identify possible outcomes of decisions. Included in the guide are the following: statement of the philosophy underlying the portfolio project; long-range goals of the school-to-work career portfolio development activity; assessment criteria; activity outline; list of portfolio activities; suggested activities; and suggested activity extensions. Appendixes constituting approximately 90% of this document include the following: detailed instructions for designing a school-to-work career portfolio; sample portfolio covers; interest inventory; skill inventory; sample work permit, job applications, job interview form, and interview thank-you note; learning activities; guide to after-school jobs; and a list of 18 suggested readings. (MN)

ED 401 448 CE 072 946

Clark, Karen L.
Human Systems Engineering: A Leadership Model for Collaboration and Change.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the National Conference of the Association for Global Business (Dallas, TX, November 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; Change Strategies; *Cooperative Planning; *Leadership; Management Development; Models; Private Sector; Public Sector; School Business Relationship; *Systems Approach; *Teamwork
IDENTIFIERS- California; *Human Systems Approach; *Systems Engineering

Human systems engineering (HSE) was created to introduce a new way of viewing collaboration. HSE emphasizes the role of leaders who welcome risk, commit to achieving positive change, and help others achieve change. The principles of HSE and its successful application to the collaborative process were illustrated through a case study representing a collaboration of leaders from a private-sector firm (XXsys Technologies, Inc.), the University of California at San Diego, the California Department of Transportation, and the National Institute for Standards and Technology for the purpose of applying composites for seismic retrofitting of bridge columns. The case study demonstrated that the HSE model differs from the strategic alliance model by virtue of the fact that strategic alliances focus on accomplishing a common goal whereas HSE emphasizes the recognition and achievement of individual goals for collaborating partners. The case study further established that HSE focuses on the following: individual goals rather than the common goal; maximum rather than minimum risk; the process rather than its outcomes; positive change rather than change in any form; people who do the job rather than getting the job

LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Career Exploration; Case Studies; Educational Improvement; Educational Legislation; *Educational Resources; *Education Work Relationship; High Schools; *Integrated Curriculum; *Learning Activities; Lesson Plans; Program Effectiveness; Teaching Methods; *Vocational Education
IDENTIFIERS- *All Aspects of the Industry; Cambridge Public Schools MA; Milwaukee Public Schools WI; Oakland Unified School District CA; Pittsburgh School District PA

This document contains supporting materials from five case studies illustrating the All Aspects of the Industry (AAI) approach. AAI provides a framework for redesigning programs around broadly conceived, interdisciplinary, industry-focused programs and integrating academic and vocational education. Materials from the Boston (Massachusetts) Public Schools' New Directions Curriculum include the following: health and safety on the job--an overview for vocational teachers; the labor aspect; principles of technology; management; finance; and community economic development. The Oakland (California) Health and Bioscience Academy is represented by the following: incorporating AAI into student worksite learning experiences; school-based health clinic; student projects and AAI; and postsecondary articulation. The following materials are from the Rindge School of Technical Arts, Cambridge, Massachusetts: overview of the school; the 10th grade in 1993: industries and humanities; pathways: the evolution and new plan for 1994 and beyond; and career paths internship programs--program descriptions 1995-1996. From South Division High School, Milwaukee, Wisconsin, are the following: School-to-Work Integrated Studies program objectives; AAI framework; and summer integrated work plans. Materials from the Pennsylvania Youth Apprenticeship Program in Pittsburgh are as follows: history of curriculum development; the AAI project assessment rubric; and the Bridge project portfolios. A section of resources for teaching AAI contains annotated descriptions of the following: 7 organizations offering technical assistance; 6 curricular resources; 12 resources on small business development, entrepreneurship and industry trends; and 34 technical assistance organizations and 48 print and nonprint materials on community, environment, finance, health and safety, labor, management, planning, and principles of technology. Longer descriptions are provided of the following complementary education reform organizations: Coalition of Essential Schools; Center for Collaborative Education; service learning programs; Foxfire; Rural Entrepreneurship through Action Learning (REAL) enterprises; and City/Community-as-School. (SK)

ED 401 467 CE 073 006

Lai, Chun-Chin; Lee, Lung-Sheng
Junior College Students' Work-based Experiences in Taiwan.
PUB DATE- Dec 96
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(055)
DESCRIPTORS- Adult Education; *Competency Based Education; *Curriculum Development; *Job Analysis; *Job Skills; Labor Force Development; *Occupational Information; Postsecondary Education; Secondary Education
IDENTIFIERS- *DACUM Process

This handbook is intended for use in preparing persons from education, business, industry, and government for the role of DACUM (Developing a Curriculum) facilitator. An introduction discusses the following: what DACUM is, why it is unique, why it should be used, what the DACUM facilitator does, who uses DACUM, when it should be used, and its quality. The next eight sections are each devoted to one of the eight DACUM duties: (1) market the DACUM process; (2) plan the DACUM workshop; (3) recruit the DACUM workshop committee; (4) orient the DACUM committee; (5) manage the group process; (6) facilitate chart development; (7) verify DACUM results; and (8) coordinate post-DACUM activities. Each duty consists of 6-21 tasks. Information is provided on how to complete each of the tasks. Resources pertinent to each duty are found at the end of that section. A list of 31 references (with emphasis on the DACUM methodology) follows. Appendixes contain the following: DACUM transparency masters; an article, "The Nature of Task Statements"; glossary of DACUM and competency-based education (CBE) terminology; the article, "CBE: An Effective and Realistic Approach to Education and Training" (Robert Norton); a brief history of DACUM; and a discussion of potential problems in working with DACUM committees. (YLB)

ED 401 484 CE 073 047

Wangoola, Paul, Ed.; Youngman, Frank, Ed.
Towards a Transformative Political Economy of Adult Education: Theoretical and Practical Challenges.
PUB DATE- 96
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Education; Community Change; Community Education; Continuing Education; Economic Change; *Economic Development; Economic Factors; Economics; Educational Philosophy; *Educational Policy; Ethnic Groups; Foreign Countries; Males; Policy Formation; *Political Influences; *Politics of Education; Public Policy; Sex Fairness; *Social Action; Social Change; Social Class; Social Status; Social Structure; Socioeconomic Status; *Womens Education
IDENTIFIERS- Africa; Botswana; Canada; Mexico; South Africa; South America; Tanzania

This book contains 15 chapters, some of which are based on papers presented at an international workshop in Africa that brought together a diverse group of participants who shared a commitment to adult education for social transformation. The papers are organized in six sections. Following the first section, "A Transformative Political Economy of Adult Education: An Introduction" (Frank Youngman), the second section, "Theoretical Perspectives," contains two papers: "Towards a Transformative Methodology of Political Economy in Adult Education: A Critical Third World Feminist Perspective" (Marjorie Mbilinyi) and "State and Civil Society in the Perspective of Adult Education in Latin America" (Cesar Picon). "The International Context" is the topic of the third section, which contains three chapters: "The Nature of Imperialism in outlines a new model of career education. Schools need to have clear and specific outcomes for each aspect of personal growth and development for students. Goals, such as self awareness, should enable students to analyze changing personal attitudes and values and explain how they relate to a range of choices. Subsequently, schools must embed career development into the curriculum, starting in the primary grades, and the program must take students out of the classroom and into the community. Some approaches that can be used include going beyond providing information about jobs and the world of work and giving students a variety of work opportunities associated with a project or societal issues. Furthermore, since career, academic, and social development are equally important, they should be equally represented in program planning and evaluation. Students' aspirations, interests, and career exploration skills must be included in educational programs to effectively address students' needs. Successful programs can help all students experience an enriched education. (RJM)

ED 401 502   CG 027 026

Borgen, William A.; Amundson, Norman E.
Models of Adolescent Transition. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- Adolescents; Career Awareness; *Career Counseling;
  *Career Development; Career Education; Career Guidance;
  *Careers; Foreign Countries; Individual Development; Post High
  School Guidance; *Prevocational Education; School
  Effectiveness; Secondary Education; Social Development;
  *Student Development; Vocational Interests
IDENTIFIERS- Canada; Career Information; ERIC Digests

Rapid and escalating changes in labor market and post-secondary educational opportunities challenge adolescents to meet their personal and career needs. A recent study found that young people left high school unprepared for current career realities and that both the career and personal areas of the lives were in a state of change and uncertainty. Approximately 9 and 18 months following graduation, depression, self-esteem, and anxiety were correlated with a range of perceived problems. The study suggests a need for a broader view of career counseling; counseling which recognizes the developmental needs of young people, the influence of social and economic changes, and the importance of basing intervention strategies on personal and career competence. One way to address these concerns is the use of a competence model, which contains eight areas of competence: (1) purpose; (2) problem solving; (3) communication skills; (4) theoretical knowledge; (5) applied knowledge; (6) organizational adaptability; (7) human relations skills; and (8) self-confidence. Counselor strategies, such as developing multiple plans, can also help in youth development. Overall, career counseling needs to encompass a greater range of issues, should recognize that personal and career issues are intertwined, and encourage families and friends to form a strong base for support in transition periods. (RJM)

ED 401 503   CG 027 027

and strategies for developing reading and writing abilities, this book presents phonics activities designed to enrich existing language arts curricula by combining phonics instruction with real-life connections, such as children's names, recipes, mail, signs, read-aloud songs, shopping, rhyming poems, and games. Each of the 8 "learning center" plans in the book is designed to reflect students' interests, experiences, and abilities. "Center openers" suggest ideas for pulling together inviting center environments, and follow with step-by-step directions for making and presenting phonics-related games, activities, and exercises. The book's introductory section discusses using learning centers in the classroom, the best ways to begin, assessment and evaluation, managing materials, and resources. The eight centers in the book are: (1) What's in a Name?; (2) A Cook Nook; (3) Signs of the Times; (4) Wheels of Phonics; (5) Rhyme Time; (6) Read-Aloud Songs; (7) To Market, To Market; and (8) the Postal Zone. (RS)

ED 401 522   CS 012 644

Spizman, Robyn Freedman; Garber, Marianne Daniels
At-Home Activities for Reading, Language Arts, and Social Studies. Over 100 Activities To Increase Children's Love of Learning.
PUB DATE- 94
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Critical Thinking; *Language Arts; *Learning Activities; Mathematics Education; Newspapers; Parent Student Relationship; Primary Education; Reading Aloud to Others; Scientific Concepts; *Social Studies

Linking home and school, this book presents over 100 activities for grades K-3 that utilize things at parents' fingertips which will enhance their children's learning. Each low-maintenance, high-interest activity in the book teaches a specific skill and integrates math, science, social studies, and language arts so that learning is purposeful and fun. Activities in the book involve word searching; learning the alphabet; reading aloud to others; improving critical thinking skills; paying attention to details; increasing sight vocabulary; encouraging visual perception; encouraging creative writing; encouraging awareness of neighborhood and surroundings; understanding the population of home and school; being a good citizen; thinking about the kinds of laws that should be made; making a family tree; making a map; shopping around the world; teaching children about newspapers; and encouraging awareness of the environment. (RS)

ED 401 523   CS 012 645

Sturtevant, Elizabeth G., Ed.; Linek, Wayne M., Ed.
Growing Literacy. Eighteenth Yearbook of the College Reading Association.
PUB DATE- 96
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

personal circumstances rather than from their basic skill level. Pacing of this kind of course must include a "gestation period," giving time for students to wrestle with concepts that were never easy for them. Grammar exercises, discussing and working through each essay assignment, narrative skill development through tag-team story-telling/writing exercises, and requiring students to use the university writing center are effective practices. Journaling as well as in-class and out-of-class freewriting also help students compose and organize their sentence-level and global skills. One everyday issue that needs attention is logistics. Requiring that students spend time one-on-one with a trained peer tutor can be crucial to the success of some students. (CR)

ED 401 541 CS 215 544

Todorovska, Viktorija
An ESL Instructor's Perspective on the Stretch Program.
PUB DATE- Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; *English (Second Language); *Foreign Students; Higher Education; Remedial Programs; Student Development; Teacher Student Relationship; Writing Attitudes; *Writing Difficulties; *Writing Processes; Writing Skills; *Writing Strategies
IDENTIFIERS- Academic Discourse; *Arizona State University

Stretch 107 is a version of English 107 (a first-year composition course for international students at Arizona State University), designed to provide those with low proficiency in English with various strategies for writing acceptable prose in English. Since it is a 2-semester course, Stretch 107 gives students more time to work on their assignments, generate ideas, and think about and revise their writing; also, although the course itself does not concentrate on developing linguistic skills, the extra time makes it possible for students to improve their speaking, listening, reading, and grammar in addition to their writing. Most of the students have never been exposed to English academic prose before; one of the things the course does is explain how academic prose is different from other kinds. Further, these students have minimal knowledge of the writing process; if they have ever been taught how to write it was in a strictly prescribed pattern. The course attempts to correct misconceptions about bad attitudes about writing through discussion of the writing process and through the introduction of writing strategies. Since students spend little time generating ideas before they start writing, they get stuck and find it hard to continue. They correct and recorrect form in an attempt to compensate for lack of content. Stretch 107 helps students to develop and to concentrate on content and to avoid a fixation on form. It also offers emotional support and continuity because it continues over two semesters. (TB)

ED 401 542 CS 215 545

Ediger, Marlow
Pupils, Nature, and Writing.
PUB DATE- 96

Colonial-Native American Relations, 1754-1763" (David A. Copeland); "'The Unfortunate Conflict in Far Off Asia': Three Black Newspapers View the Vietnam War, 1967" (Frank E. Fee, Jr.); "The Muckrakers' Reign on 'The American Magazine,' 1906-1911" (Michele C. Glidden); "Common Forms for Uncommon Actions: The Search for Political Organization in Dust Bowl California" (James Hamilton); "WGPR-TV, 1975-1995: Rest in Peace (A History of the First Television Station Licensed to Blacks in the Continental USA)" (James Phillip Jeter); "Maternal Images in the Age of the Girl: The Work of Jessie Willcox Smith and Other Women Artists in Early-Twentieth-Century Magazine Illustration" (Carolyn L. Kitch); "'All Brides Are Not Beautiful': The Rise of Charlotte Curtis at the 'New York Times'" (Marilyn Greenwald); "A Different Story: How the Press Covered Baseball's First Integrated Spring Training" (Chris Lamb and Glen Bleske); "A 'Slanderous and Nasty-Minded Mulattress,' Ida B. Wells, Confronts 'Objectivity' in the 1890s" (David T.Z. Mindich); "The 'New Republic' and Japanese Mass Internment during World War II, 1941-1945: The Liberal Magazine's Uniqueness and Limitations" (Takeya Mizuno); "A History of St. Louis Newspapers: Context for the Birth of the 'Sun' in 1989" (James E. Mueller); "The Political Costs of Press Controls: Woodrow Wilson and Wartime Suppression" (Jeffery A. Smith); "Coxey's Army and the Argus-Eyed Demons of Hell: Sensationalism and the Symbiotic Relationship of Press and Publicity Seekers in News Coverage of the 1894 March on Washington" (Michael S. Sweeney); "Defying the Ku Klux Klan: Three 1920s Newspapers Challenge the Most Powerful Nativist Movement in American History" (Rodger Streitmatter); "The Evolution of the Party News Media Editorship in China: A Historical Study" (Kewen Zhang); and "Hybrid Journalism Epitomized: Riding the Frontier/Commercial Cusp, 1893-1894" (David J. Vergobbi). Individual papers contain references. (RS)

ED 401 561   CS 215 569

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Law Division.
PUB DATE- Aug 96
NOTE- 456p.; For other sections of these proceedings, see CS 215 569-580.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Copyrights; *Court Litigation; *Freedom of Information; *Freedom of Speech; *Government Role; Homosexuality; Juvenile Courts; Libel and Slander; Policy Formation; Programming (Broadcast); Telecommunications; War; World Wide Web
IDENTIFIERS- Fairness Doctrine; Media Coverage; Prisoners Rights; Telecommunications Act 1996

The law section of the Proceedings contains the following 12 papers: "Middle Justice: Anthony Kennedy's Freedom of Expression Jurisprudence" (Evelyn C. Ellison); "Defending the News Media's Right of Access to the Battlefield" (Timothy H. Hoyle); "The Freedom of Information Act and Access to Computerized Government Information" (Hsiao-Yin Hsueh); "Opening the Doors to Juvenile Court: Is There an Emerging Right of Public Access?" (Thomas A. Hughes); "Linking Copyright to Home Pages" (Matt Jackson); "Protecting Expressive Rights on Society's Fringe: Social Change and Gay and Lesbian Access to Forums" (Elizabeth M. Koehler); "The Variable Nature of Defamation: Social Mores and Accusations of Homosexuality"

DESCRIPTORS- *Advertising; Case Studies; Comparative Analysis; *Curriculum Development; *Curriculum Evaluation; Curriculum Research; Higher Education; *Student Needs
IDENTIFIERS- *Advertising Education; Advertising Industry; Benchmarking; *Professional Concerns

As the advertising industry has undergone many changes recently, advertising faculty may be wondering whether the set of courses they have been offering provides adequate preparation for the marketplace. A study examined two different approaches to curriculum review and explored their usefulness in two case studies. The first approach, Zero-Based Curriculum Review (ZBCR), is a 3-phase process. Phase 1 involves developing a review structure, which requires identifying a series of goals and objectives (overall curriculum goals, knowledge bases needed by students, desirable professional practices and skills) and then constructing a curriculum matrix that maps out the specific knowledge bases, professional practices, and student skills required to achieve those objectives. The actual curriculum review takes place in phase 2, where current courses are assessed in terms of their fit in the curriculum matrix. In Phase 3, the review results in implementation through course revisions. The second approach, benchmarking, is more focused. It involves comparing the curriculum to those of the best-in-the-class competitors. There are 3 major phases: (1) developing a plan; (2) collecting and analyzing the data; and (3) implementing the recommendations that emerge from the process. The two case studies show that ZBCR was a relative success and benchmarking was a relative failure. Analysis suggests that the failure of benchmarking, however, was not due to inherent flaws in the method. (TB)

ED 401 578 CS 509 368

The Curse of the "Somers," Billy Budd's Ghost Ship: An Educational Guide to the Documentary Film.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Studies; Class Activities; *Documentaries; Higher Education; Intermediate Grades; Middle Schools; Military Personnel; *Seafarers; Secondary Education; *United States History; *United States Literature
IDENTIFIERS- Billy Budd; Melville (Herman); *Naval History

This 32-page teaching guide accompanies a 55-minute documentary film, structured to be viewed in 1 or 2 classroom sessions. The film relates the story of the 1842 mutiny and hangings aboard the "U.S. Brig Somers." The guide recommends the film for grades 5-8, high school, college, and general audience. It suggests that the film material is appropriate for the study of U.S. history, U.S. literature, psychology, law, geography, underwater archeology, and naval and maritime history. The guide is divided into 11 sections, as follows: The Making of the Documentary Film; The U.S. Brig Somers--A Shipwreck from the Mexican War; The Mutiny, Herman Melville & Billy Budd; The Controversy; The Mexican War; Underwater Archeology; Characters in the Documentary Film--19th Century; Characters in the Documentary Film--20th Century; Traditional Music and Sea publicly funded school-choice program providing low-income parents with vouchers that could be used to send their children to secular, private schools. An evaluation of Milwaukee's school-choice experiment was conducted by a team of researchers, headed by John Witte at the University of Wisconsin at Madison, during the years 1991-95. That study concluded that choice was not an effective way to improve the education of low-income, central-city students. The data were made available on the World Wide Web in February 1996. This paper presents findings of a study conducted by the Center for Public Policy at the University of Houston (CPP) and the Program in Education Policy and Governance at Harvard University (PEPG) that analyzed the University of Wisconsin-Madison database and research methodology. The CPP/PEPG study examined student performance as measured by standardized mathematics and reading tests. It concludes that students enrolled in choice schools for 3 or more years, on average, did better on standardized tests than a comparable group of students attending Milwaukee public schools. The results indicate that the reading scores of choice students in their 3rd and 4th years were, on average, from 3 and 5 percentile points higher, respectively, than those of comparable public school students. Math scores, on average, were 5 and 12 percentile points higher for the 3rd and 4th years, respectively. The CPP/PEPG study also argues that the earlier researchers failed to use analytic techniques appropriate to experimental data; the bulk of their research focused on comparisons between choice students and a much less disadvantaged cross-section of public school students. Nine tables are included. (Contains 30 end notes.) (LMI)

ED 401 598 EA 027 924

Stine, Deborah E.
Decision Making - A Leadership Model.
PUB DATE- Aug 96
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; Data Interpretation; *Decision Making; *Decision Making Skills; Evaluative Thinking; *Heuristics; *Inferences; Intermediate Grades; Junior High Schools; Knowledge Representation; Middle Schools; Misconceptions; Problem Solving; *School Administration

An administrator's daily life is full of decisions that often involve an "on the spot" solution. This paper discusses some of the principles involved in drawing inferences in research and decision making, and describes how a knowledge of decision-making errors can help administrators. The paper also describes a case study that illustrates common judgment errors that were made during one junior high school's transition to a middle school. The district superintendent had decided to change the school philosophy and practice to one consistent with the interdisciplinary teacher teams outlined in "Caught in the Middle." The paper describes the inferences and decision-making processes through which faculty and staff created a common preparatory period for all teacher teams. (LMI)

ED 401 599 EA 028 026

education in the state. The paper compares the realities of formula funding for K-12 education and higher education. New Mexico's experience with formula funding for public education in the K-12 and higher education sectors suggests that varied outcomes may result from a combination of specifics related to the formula methodology, the complexity of the educational finance environment in which the formula is applied, and legislative and political action and interaction with funding formulas. The historical perspective on the K-12 and higher education formulas suggests that formula funding can be used to foster decision making about educational adequacy, as well as to address concerns for equity in the provision of educational services. It is desirable to pursue mechanisms in the K-12 sector that may achieve similar benefits for elementary and secondary students. Appendices contain direct-instruction elements of the New Mexico state-funding formula, as well as size adjustments and training and experience actions. (Contains 14 references.) (LMI)

ED 401 618 EA 028 051

Din, Feng S.
The Restructured Kentucky Department of Education--Does It Operate Differently?
PUB DATE- Oct 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Bureaucracy; Elementary Secondary Education; Institutional Autonomy; Organizational Communication; *Organizations (Groups); Principals; School Restructuring; *State Regulation; *State School District Relationship; State Surveys
IDENTIFIERS- *Kentucky State Department of Education

Before undergoing restructuring in 1991, the Kentucky Department of Education (KDE) was perceived as a model of bureaucratic inefficiency, an impediment to school reform. This paper presents findings of a study that investigated the typical operating procedures of the new KDE. Surveys were sent to a total of 293 randomly selected Kentucky public school principals. Ninety-seven surveys were received, a 33 percent response rate. The principals reported that the new KDE had made significant improvements in its bureaucratic operations, some of which included increased flexibility; more specific regulations; improved communication with schools; and improved support/resourcefulness to schools. However, findings also indicate that the new KDE created overly burdensome paperwork, pressured schools to conform to the state agenda, and tended to prescribe tasks and processes for schools. The newly reorganized department also appears to have been influenced by political factors, particularly its policies and reform practices, and is reluctant to change and evaluate its own reform practices. In short, the bureaucratic nature of the KDE has been enhanced. Appendices contains survey data. (Contains 37 references.) (LMI)

ED 401 619 EA 028 052

McGree, Kathleen
Redefining Education Governance: The Charter School Concept.

Over the last 12 years the ADA has grown from 4 professors and 30 participants to 8 professors and 54 participants. (Contains 39 references.) (LMI)

ED 401 637 EA 028 087

Wilson, Harold E.; Jenkins, Kenneth D.
"Retrofitting" the Preparation of School Leaders: The Impact of Legislative Mandates--An Update.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Agenda Setting; *Educational Administration; Higher Education; Lobbying; Masters Programs; *Policy Formation; *Politics of Education; *State Legislation; Strategic Planning
IDENTIFIERS- *North Carolina

The North Carolina 1994 legislative plan to reform the preparation of school administrators involved an application process through which seven universities would be selected to offer the restructured Master of School Administration degree. The continuation of state programs in school administration was dependent on being able to offer the masters' degree. The North Carolina University System General Administration did not approve the application made by the Department of Leadership and Educational Studies at Appalachian State University (ASU). This paper describes how staff and administrators at Appalachian State University (ASA) formulated a strategy to convince the General Assembly that an eighth MSA program was needed and that it should be located at ASU. The actions resulted in 1995 state legislation that allocated an eighth Master of School Administration program at the university. The ASU faculty decided not to challenge the selection process or appeal to the University of North Carolina System General Administration; rather, they asked the state legislation to approve an eighth program at ASU. They stressed the "no-additional-cost" aspect of the program addition and involved a diverse coalition of people most impacted by the decision. (LMI)

ED 401 638 EA 028 089

An Educator's Handbook for Teaching about Religion in Public Schools.
PUB DATE- Jun 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Constitutional Law; Controversial Issues (Course Content); Court Litigation; *Educational Policy; Elementary Secondary Education; *Public Schools; *Religion; *Religion Studies; Religious Holidays; School Prayer; *State Church Separation
IDENTIFIERS- Eugene Public Schools OR

During the first 6 months of 1996, a task force of teachers, administrators, and community members in the Lane Education Service District (Eugene, Oregon) studied issues and practices related to teaching about religion in public school classrooms.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Child Development; Cognitive Processes; Communication Skills; *Disabilities; *Disability Identification; *Early Intervention; Etiology; Evaluation Methods; Family Environment; Infant Behavior; Infants; Interpersonal Communication; Language Acquisition; Motor Development; Prenatal Influences; Social Development; Toddlers; Young Children

The 13 chapters of this text focus on the complex development issues and interdisciplinary service needs of infants and young children at risk and their families. The text is organized into four sections on: developmental and intervention principles, identification and assessment, developmental issues, and early intervention. Chapter titles and authors are: (1) "Early Transactions: The Developmental Context for Infants Whose Development Is Atypical" (Marci J. Hanson); (2) "Developmental Principles and Their Implications for Infants Who Are At Risk and/or Disabled" (Michael Lewis); (3) "Prenatal Causes of Atypical Infant Development" (Lucy S. Crain and Barbara Bennett); (4) "Infants Born At Risk" (Peter A. Gorski and Kathleen A. VandenBerg); (5) "Assessing Infants: Child and Family Issues and Approaches" (Eleanor W. Lynch); (6) "Behavioral Competencies and Outcomes: The Effects of Disabilities" (Marci J. Hanson and others); (7) "Early Interactions: The Family Context" (Marci J. Hanson); (8) "Social Development" (Mary K. Rothbart); (9) "Learning and Cognition during Infancy" (Craig T. Ramey and others); (10) "Communication and Language Development in Infants and Toddlers" (M. Jeanne Wilcox and others); (11) "Motor Development" (Linda Fetters); (12) "Early Intervention: Models and Practices" (Marci J. Hanson); and (13) "Early Intervention Goals and Outcomes" (Marci J. Hanson). (Individual chapters contain references.) (DB)

ED 401 656 EC 305 101

Rapin, Isabelle, Ed.
Preschool Children with Inadequate Communication: Developmental Language Disorder, Autism, Low IQ. Clinics in Developmental Medicine, No. 139.
PUB DATE- 96
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Autism; Behavior Patterns; Check Lists; *Classification; *Clinical Diagnosis; *Communication Disorders; Developmental Disabilities; *Disability Identification; Evaluation Methods; Interpersonal Communication; Language Impairments; Mental Retardation; Neurology; Neuropsychology; Play; Preschool Children; Preschool Education; Questionnaires

This monograph presents 11 papers on a study of the problem of specific diagnosis with children who do not communicate effectively. About 500 children with inadequate communication skills, selected as having a developmental language disorder, autism, or low IQ without autistic features, were studied by a multidisciplinary team. Data collected included family, developmental, and medical histories; parent/teacher questionnaires regarding the children's behavior and sociability; results of a neuropsychological and language battery; and analysis of spontaneous language and symbolic play skills. Behavioral and play measures proved most efficient for

This report describes a research project that studied: the speech and language needs of Scottish children and young people with special educational needs, collaboration among parents and professionals, and the perceived effectiveness of different ways of providing speech and language therapy. Data were obtained from a series of mailed questionnaires, school visits, and interviews conducted between December 1993 and April 1995. The project found that there is a pattern of ever-increasing demand for speech and language therapy which continuously outstrips increases in provision. Parents and professionals reported that pupils benefit when speech and language therapy is integrated into the curriculum. The study also showed evidence of collaborative practice among parents, speech language therapists, and other staff both in mainstream and special educational facilities. Parents' comments about the quality of their children's speech and language therapy were predominantly positive. Recommendations for promoting good practice include the need for making explicit the contributions expected of school staff and speech language therapists, structural reviews to identify ways in which the school could be made more accommodating to visiting therapists, good communication and an effective system for sharing of information, and time for collaboration. Implications for professional education and development, policy makers, education authorities, and future research and development are discussed. (CR)

ED 401 675 EC 305 165

ADAAG Review Federal Advisory Committee Recommendations for a New ADAAG. Final Report.
PUB DATE- 30 Sep 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *Building Design; Civil Rights Legislation; Communication Aids (for Disabled); *Disabilities; *Facility Requirements; Federal Legislation; Federal Regulation; Guidelines; Public Policy; Sensory Aids; Specifications; *Standards; Transportation; Wheelchairs
IDENTIFIERS- *Americans with Disabilities Act 1990

This report presents the final recommendations, in the form of a new set of guidelines, of a federal advisory committee concerning revisions to the Americans with Disabilities Act Accessibility Guidelines (ADAAG). The guidelines provide scoping and technical requirements for the design, construction, and alteration of sites, facilities, buildings, and elements for accessibility by individuals with disabilities. The guidelines are grouped into 10 chapters which address: (1) definitions of terms; (2) scoping requirements (such as passenger loading zones, stairways, signs, sinks, and transportation facilities); (3) building blocks (such as wheelchair turning space, protruding objects, and reach ranges); (4) accessible routes and accessible means of egress (such as walking surfaces, ramps, and wheelchair lifts); (5) general site and building elements (such as parking spaces, stairways, and handrails); (6) plumbing elements and facilities (such as toilet and bathing rooms, bathtubs, and laundry continuum of teacher intervention ranging from less to more teacher control, depending on the student; the necessity to teach skills (such as the parts of language) within a contextual basis; the teaching of generalization through the real use of knowledge in exploration of meaningful problems; use of a learning experience approach which helps students discover the patterns of language, including the parts of language, and how to use them effectively; and recognition that learning optimally moves from the whole, to the parts, to the whole. The paper concludes that, in a whole language curriculum, mediation of learning is provided in a way that allows the student to retain ownership of learning, while providing necessary assistance to facilitate growth. (Contains 27 references.) (DB)

ED 401 693 EC 305 184

Success Stories: Deaf and Hard-of-Hearing Students Learning with Technology & Media.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 24p.; A product of the CPB/WGBH National Center for Accessible Media, Boston, MA.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Communication Aids (for Disabled); *Computer Uses in Education; *Deafness; Educational Media; Educational Practices; *Educational Technology; Elementary Secondary Education; *Multimedia Instruction; *Partial Hearing

This handbook tells 15 stories of deaf or hard-of-hearing students and their teachers who have woven technology into their classrooms. The teachers were identified in a federally funded survey which sought innovations involving technology and media. The technologies involved include everything from a videocassette recorder to the World Wide Web. The stories tell of such learning activities as teaching American Sign Language to students at five remote schools through a distance learning network, teaching students to use a TTY, creating videotapes of students retelling books, interviewing successful deaf adults, and using multimedia presentations to teach classics. Together, the stories identify such best practices as helping students communicate, providing highly visual learning environments, making it safe for students to ask questions and make mistakes, and helping students develop thinking skills by solving real-world problems. Each story lists a contact person willing to provide additional information. A discussion of funding sources and a list of resources conclude the handbook. (JDD)

ED 401 694 EC 305 187

Ing, Christine Domzal; Tewey, Betsy Phillips
Summary of Data on Children and Youth with Disabilities. Chartbook.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 224p.
LANGUAGE- English

inside the house; hygiene; sport, hobbies, and games; musical instruments; tools; measuring tools; office and school supplies; school objects; symbols and numbers; horoscope signs; outdoors; antonyms; and transportation and communications. The introduction is in both English and HC, and both English and HC indexes are provided. (MSE)

ED 401 713 FL 023 664

Vilsaint, Fequiere
Diksyone Angle Kreyol (English-Kreyol Dictionary).
PUB DATE- 91
NOTE- 294p.
LANGUAGE- English; Haitian Creole
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Alphabets; Comparative Analysis; English; *Haitian Creole; *Phoneme Grapheme Correspondence; *Pronunciation; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Bilingual Dictionaries

The English-to-Haitian Creole (HC) dictionary defines about 10,000 English words in common usage, and was intended to help improve communication between HC native speakers and the English-speaking community. An introduction, in both English and HC, details the origins and sources for the dictionary. Two additional preliminary sections provide information on HC phonetics and the alphabet and notes on pronunciation. The dictionary entries are arranged alphabetically. (MSE)

ED 401 714 FL 023 720

Ertl, Istvan; Lo Jacomo, Francois
L'esperanto et le plurilinguisme de l'avenir: Entretien avec Umberto Eco (Esperanto and the Multilingualism of the Future: Interview with Umberto Eco).
PUB DATE- 96
NOTE- 30p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English; *Esperanto; Futures (of Society); Intercultural Communication; International Relations; Interviews; *Language Planning; *Language Role; *Multilingualism; Official Languages; *Second Languages; *Translation; Uncommonly Taught Languages
IDENTIFIERS- *Eco (Umberto)

Excerpts of the interview with Umberto Eco, a prominent semiotician, by two specialists in Esperanto focused on the role of translation, which paradoxically appears to be essential for the existence of a universal language such as Esperanto. Topics addressed include the perceived conflict between the existence of a "perfect," universal language and the need for translation, bilingualism and the role of native languages, the function of a universal language, the politics of international linguistics, theoretical vs. practical considerations in imposition/adoption of a universal language, the role of language in creating world vision, the specific current situation of Esperanto, national languages, and fear of English as an international language. The text is entirely in French. (MSE)

ED 401 715 FL 023 980

talking about language skills; explaining daily activities; explaining life in the United States; meals; clothing; leisure activities; travel; getting and giving information; making comparisons/contrasts; explaining recent activities; discussing one's training; discussing one's Peace Corps role; requesting help; reporting another's statements (interpreting); talking about job skills; explaining a program; arranging a meeting; invitations; renting a house; and explaining Peace Corps goals. Some vocabulary lists are also included. (MSE)

ED 401 736 FL 024 224

Dimanche, Maurice
Le francais fonde sur la competence, Avance (Competency Based French, Advanced).
PUB DATE- Jul 91
NOTE- 64p.; Light type on cover. For related documents, see FL 024 222-225.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advanced Courses; Competency Based Education; Conversational Language Courses; Cultural Awareness; Cultural Education; Daily Living Skills; *Dialogs (Language); Foreign Countries; *French; Grammar; *Interpersonal Communication; Language Patterns; Second Language Instruction; *Second Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Central African Republic; *Peace Corps

This instructional guide in French is intended for training Peace Corps volunteers serving in the Central African Republic. It includes 26 topical lessons at the advanced level, each consisting of briefly stated competency objectives and a number of brief, related situational dialogues or texts. Lesson topics include: orienting oneself; discussing the weather; talking about physical and mental well-being; describing daily activities; shopping; placing an order; explaining American life; describing qualities of people and objects; explaining recent activities; expressing wishes and intentions; telling a story; making comparisons/contrasts; discussing food; clothing; getting information about something; explaining a program; requesting help; explaining how to do something; asking/giving an opinion; interpreting; explaining advantages and disadvantages; persuading; encouraging/discouraging; writing a letter; repairing a bicycle; and discussing work. (MSE)

ED 401 737 FL 024 225

Dimanche, Maurice
Le francais fonde sur la competence, Superieur (Competency Based French, Superior).
PUB DATE- Jul 91
NOTE- 58p.; Light type on cover. For related documents, see FL 024 222-224.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advanced Courses; Art; Competency Based Education; Conversational Language Courses; Cultural Awareness; Cultural Education; *Daily Living Skills; Dialogs (Language); Family (Sociological Unit); Foreign Countries; *French; Games; Grammar; *Interpersonal Communication; Language Patterns; Letters (Correspondence); Marriage; Proverbs; Second Language

emerged. JJs expressed desire explicitly but only one asked for permission explicitly. AJ requests were very implicit, and AE requests were explicit. It is concluded that results show differences between Japanese and American business cultures. Follow-up interviews with the subjects indicated that while the Americans were aware of Japanese speech style rules, they did not necessarily try to follow them, seeking instead a non-offensive style within which they were comfortable. Speech samples are appended. Contains 16 references. (MSE)

ED 401 758 FL 024 255

Varghese, Manka; Billmyer, Kristine
Investigating the Structure of Discourse Completion Tests.
PUB DATE- 96
NOTE- 21p.; For complete volume, see FL 024 252.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; Discourse Analysis; Language Research; *Language Tests; *Linguistic Theory; *Native Speakers; Research Methodology; Responses; Sociolinguistics; *Speech Acts; Test Construction
IDENTIFIERS- *Requests

A study examined internal structure of the Discourse Completion Test (DCT), a technique used to elicit data in sociolinguistic research, and effects of systematic modification to its situational prompt on subject response. The DCT is a questionnaire containing situations, briefly described, designed to elicit a particular speech act. Subjects read each situation and respond in writing to a prompt. Three versions of a DCT designed to elicit requests were used: an original that included needed information on requestive goal, social distance, and social dominance; an elaborated version with additional information on interlocutor's gender, role relationship, length of acquaintance, interaction frequency, whether the relationship was optional, and a description of setting; and an elaborated version in which students were asked to reflect 30 seconds before responding. Subjects were 55 native speakers of American English, all university students. Data were analyzed for request strategies of the head act, internal modification of the head act, length of entire request act and internal and external modification, and external modification of the head act. No significant response differences were found in head acts across versions, but significant differences were found across versions on mean length of request act and external modifications. Contains 14 references. (MSE)

ED 401 759 FL 024 256

Nabei, Toshiyo
Dictogloss: Is It an Effective Language Learning Task?
PUB DATE- 96
NOTE- 17p.; For complete volume, see FL 024 252.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adult Students; Applied Linguistics; Class Activities; English (Second Language); Grammar; Instructional Effectiveness; *Interaction; *Language Patterns; Language Research; *Linguistic Theory; Listening Comprehension; Second

assistance available to foreign nationals to study, teach, carry out research, or pursue other educational objectives in the United States. It provides information on agencies that offer awards for these purposes, citing over 600 scholarships, grants, and fellowships available from public and private sources in the U.S. and abroad, including governments, foundations, corporations, associations, research centers, libraries, and other agencies. Introductory sections describe the guide's organization and use, provide suggestions for planning U.S. study, list publications and Websites that provide additional information, contain statistics on geographic patterns of international study, and provide a map of the United States. The first major section cites sources of financial support of U.S. study by foreign nationals and is divided into subsections covering: all areas of the world, sub-Saharan Africa, Asia/Oceania, Eastern Europe, Western Europe, the Middle East and North Africa, and the Western Hemisphere. Within each of these subsections, aid sources are listed by country. The second major section lists undergraduate and graduate institutions in the U.S., with addresses and some program information. Lists of overseas educational advising centers and Institute of International Education member organizations are appended. Indexes include: administering and sponsoring agencies; funding resources by level and types of award; funding resources by field of study, amount of support; funding resources with special conditions; destination institutions; destinations in the United States; and countries of origin. (MSE)

ED 401 779 HE 029 624

Trends in Enrollment and Degrees Granted, 1948-1995. Report No. 7-96.
PUB DATE- Oct 96
NOTE- 383p.; For the previous edition, see ED 384 301. Appendix contains map with filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Colleges; Community Colleges; *Degrees (Academic); Enrollment; *Enrollment Trends; Full Time Students; Higher Education; Multicampus Colleges; Part Time Students; Public Education; School Statistics; *State Colleges; *State Universities; Statistical Distributions; Statistical Surveys; *Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- *New York; *State University of New York

This report contains statistical data for the period 1948-1995 covering credit course enrollment and degrees granted for the State University of New York system as a whole and its individual institutional components. Data are reported for individual institutions, by institutional type, and system-wide: enrollment data are point-in-time; degree-granted information covers a 12-month period. The extensive tables are grouped into those which cover: (1) the system as a whole; (2) individual university centers; (3) university colleges; (4) health sciences centers; (5) specialized colleges; (6) statutory colleges; (7) technology and agricultural colleges; and (8) community colleges. Data concerning degrees granted is by degree type (i.e., Associate, Bachelor's Master's, Doctoral, and First Professional). The report notes that interpretation of the data must consider the impact of the transfer of the community colleges sponsored by the New York City Board of Higher Education from the State University system to the City University. Two special tables--one that gives system-wide data

Improvement; Educational Innovation; Educational Objectives; *Educational Quality; Higher Education; Planning; Program Development; Quality Control; *Self Evaluation (Groups)
IDENTIFIERS- *Continuous Quality Improvement; Malcolm Baldrige National Quality Award

This manual is intended to assist managers of support units at institutions of higher education in the implementation of Continuous Quality Improvement (CQI). The purpose is to describe a cooperative model for CQI which will permit managers to evaluate the quality of their units and institution, and by using the described tools and techniques, to improve the quality of service and increase customer satisfaction. The text is divided into three chapters. The first chapter identifies the commonalities in the approaches and principles to CQI and describes training activities concerned with collaborative learning and the "Plan-Do-Check-Act" Cycle. The second chapter presents versions of self assessment quality profile index tools based on the Malcolm Baldrige National Quality Award Criteria. These self-assessments are intended to provide the information needed for managers regarding where their units should begin the quality process. The third chapter describes the cooperative model and shows how the manager can define the quality problems of their unit, gives pointers on how to establish the quality improvement team, and goes through the steps to be taken to conduct an improvement study and to recommend solutions to quality problems. An extensive appendix describes CQI tools and techniques (such as control charts and flow charts) and offers 20 case studies of various processes. (Contains 32 references.) (JLS)

ED 401 797 HE 029 644

Cornesky, Robert A.
Continuous Quality Improvement Tools for Effective Teaching.
PUB DATE- 95
NOTE- 115p.; For related documents, see HE 029 641-643.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Change; Case Studies; Change Strategies; Check Lists; Classroom Techniques; *Educational Improvement; Educational Innovation; Educational Practices; *Educational Quality; Elementary Secondary Education; Formative Evaluation; Higher Education; Program Development; Quality Control; Recordkeeping; Records (Forms); Self Evaluation (Groups)
IDENTIFIERS- *Continuous Quality Improvement

This manual presents 15 Continuous Quality Improvement (CQI) tools and techniques necessary for effective teaching. By using the tools and techniques of CQI, teachers will be able to help themselves and their students to focus on the classroom processes. This will permit the teacher and students to plan, organize, implement, and make decisions about learning. To properly implement the facilitating (teaching) system, teachers need to: have a clearly defined classroom mission statement, demonstrate leadership, make the course work pertinent and flow from the students, and connect the course to the real world. Properly using CQI tools will allow teachers to: develop new classroom techniques, show that classroom processes are student-focused, revise their vision of the optimal learning environment, co-create learning experiences with their historical forces, and traditional and innovative educational philosophies. Part 2 examines the central aims of undergraduate education, analyzing the issues of quality and coherence in general education and discussing the issues involved in learning various intellectual skills. Part 3 looks at specialized learning and the academic disciplines that are central features of almost all curricula. Part 4 details curricula innovations that span the academic disciplines, including teaching writing and other subjects across the curriculum, establishing interdisciplinary programs, internationalizing the curriculum, and developing learning communities. Part 5 examines the topics of administration, assessment, and institutional support. Part 6 synthesizes much of the earlier material and explores the nature of a curriculum for the 21st century. Each essay contains references. (MDM)

ED 401 817 HE 029 665

Frost, Susan H.; And Others
Painful Choices: Emerging Tensions between Universities and Their Publics.
PUB DATE- Nov 95
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Orlando, FL, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Admission Criteria; Case Studies; College Faculty; College Students; *Educational Policy; *Enrollment Rate; Higher Education; Legislators; *Out of State Students; *Quotas; *Selective Admission; *State Universities; Tuition
IDENTIFIERS- *University of North Carolina; University of North Carolina Chapel Hill

This paper investigates the use of enrollment limitations by "flagship" state universities in regard to out-of-state (OOS) students, presenting a case study of the enrollment limitation debate in the University of North Carolina system and its Chapel Hill (UNC-CH) campus over the last decade. The state legislature, in concert with the board of governors, decided in 1985-86 to limit enrollment of OOS freshmen to 18 percent starting in 1988. Critics of the cap argue that it has created two distinct student bodies: a small, elite group of mainly OOS students and a larger, less selective in-state group. An analysis of legislative documents, university reports, media stories, and interviews with administrators, faculty, and students found that attempts to allow distinctive OOS admission policies for UNC-CH were effectively thwarted by political concerns. The study also found that research-based information did not play a major role in decision-making about the issue, and that tuition levels have been a fundamental aspect of the rationale of supporters of enrollment limits. An appendix contains a copy of the interview protocol. (Contains 61 references.) (MDM)

ED 401 818 HE 029 666

Paying for College. A Guide for Parents and Their Children.
PUB DATE- Nov 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

learners. The first step was to examine the research on teaching spelling to identify the spelling problems and strategies that were most successful when teaching poor spellers. These strategies were identified: use of spelling lists; correction of own tests; systematic teaching; careful diagnosis; guided practice; spelling strategies most adaptable to the personal learning style; word study; frequent writing; and phonetic realization. The second step was to apply two new approaches to spelling. A spelling/vocabulary class would be divided into three groups based on a series of assessments. The average group that read/spelled at an eighth-grade level would use the systematic approach. Advanced spellers above eighth-grade level would read materials at their appropriate reading level and respond in writing to questions. Their writing would be analyzed on an individual basis for common spelling errors and appropriate methods would be used to correct it. The third group that scored below eighth grade would use a spelling crutch and a systematic phonetic instruction. Although the study was not conducted, several conclusions were drawn: student spelling problems should be carefully analyzed; materials should coordinate with student learning styles and needs; instant feedback would encourage success; and teaching spelling patterns and providing phonetic analysis using an integrated approach where reading and writing are included would help make an effective spelling program. Contains 17 references. (YLB)

ED 401 381   CE 071 887

Parker, Yana
The Damn Good Resume Guide. A Crash Course in Resume Writing. 3rd Ed.
PUB DATE- 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Career Development; Employment Potential; Entry Workers; Job Analysis; *Job Search Methods; *Job Skills; *Resumes (Personal)

This book presents a step-by-step approach to writing resumes that get interviews. The third edition of a book first published in 1983 has been updated by the addition of the following: (1) a clearer and simpler 10-step approach; (2) a new strategy for creating chronological resumes; (3) many more creative routes around resume writing roadblocks; and (4) more sample resumes for students and for military personnel making the transition to civilian jobs. The book also contains critiques of the sample resumes and cover letters by hiring professionals from large and small organizations. Appendixes include the following: lists of action verbs and skill areas, a recommendation letter guide, cover letters, and employer feedback. (KC)

ED 401 382   CE 071 930

Angel, P. Linda
Measuring Customer Satisfaction. A Central Texas JTPA Study.
PUB DATE- Aug 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Business Education; *Classroom Techniques; Computer Networks; *Computer Uses in Education; Electronic Mail; Electronic Publishing; Hypermedia; *Information Technology; Multimedia Materials; Online Systems; Postsecondary Education; Secondary Education; Teaching Methods; *Telecommunications; Word Processing
IDENTIFIERS- Video Teleconferencing

This document, which is designed for classroom teachers at all levels, examines the various electronic communications technologies available today and describes teaching methods and classroom techniques that teachers of business communication and other business education courses can use to introduce students to those technologies. Presented first are a brief introduction to available electronic communication technologies and their relevance to business students and a framework for organizing and selecting the best electronic communication tools for given tasks/settings. Next, available electronic communication tools are grouped as follows (based on the communications settings in which they have been deemed most appropriate): same time/same place tools (electronic meeting systems and presentation tools); same time/different place tools (online conferencing/chat, whiteboard conferencing, and videoconferencing); different time/same place tools (work group computing, word processing/electronic document publishing, bulletin board systems/Usenet newsgroups, and kiosks); and different time/different place tools (electronic mail/listservs and hypermedia/multimedia). After a description of the characteristics, applications, and benefits of each electronic communication tool, ideas for using the tool in business communication and other business classrooms are suggested. Concluding the document are a brief look at the future of electronic communication, glossary, and 38 references. (MN)

ED 401 401 CE 072 890

Creating Connections: College Innovations in Flexibility, Access and Participation.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Adult Education; Advisory Committees; Assistive Devices (for Disabled); Change Strategies; Computer Uses in Education; Deaf Blind; *Educational Change; *Educational Practices; Educational Technology; English (Second Language); *Flexible Progression; Foreign Countries; Information Technology; *Innovation; Integrated Curriculum; Interactive Television; International Educational Exchange; Multimedia Instruction; *Open Education; Postsecondary Education; Resource Allocation; Science Instruction; Second Language Instruction; Staff Development; Student Participation; Technical Institutes; Vocational Education
IDENTIFIERS- Europe; National Vocational Qualifications (England); Telematics; *United Kingdom

This document contains 14 papers explaining how 12 further meaning, dialogue as the basis for assessing knowledge claims, an ethic of caring, and an ethic of personal accountability. These assumptions provide the framework for giving voice. The teacher moves from the center into the margin and gives students an opportunity to share their understandings through dialogue. (Contains 12 references.) (YLB)

ED 401 418 CE 072 909

Kim, Ki Su
Adult Retraining in Canada: Some Issues.
PUB DATE- May 96
NOTE- 11p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Demand Occupations; Developed Nations; *Dislocated Workers; *Economic Development; Employment Practices; Foreign Countries; *Government Role; Job Training; *Labor Market; Labor Needs; Policy Formation; Public Policy; *Retraining; *Structural Unemployment
IDENTIFIERS- *Canada

Canada has traditionally supported a high level of unemployment benefits and retraining programs for its displaced workers. From the 1960s onward, legislation and attitudes in the business community have been geared toward retraining of workers for high-tech workplaces and the replacement of low-skill jobs with high-skill jobs. With increased globalization of industries, businesses found that they needed fewer numbers of highly trained workers. Downsizing and restructuring resulted in high rates of unemployment. At the same time, increasing pressure to reduce the national deficit and a swing toward more probusiness policies under the Mulroney government resulted in less support for unemployed persons and less money for retraining. Instead, emphasis was placed on quick reemployment at any available job in order to reduce the economic burden of worker support and training. Even budgeted funds that had been designated for the Canadian Job Strategy were not spent on retraining. As shown by the problems in the Nova Scotia fishing industry, however, even when retraining efforts were substantial, only about half the eligible workers took advantage of them. Those who were retrained were by and large younger, more educated, and male, whereas older, less educated workers and married women were less visible in retraining programs. These workers perceived that, even if they retrained, they were unlikely to gain employment in their own communities and were unwilling to move and to compete with younger, better-educated workers. These trends affect not only Canada but all countries when globalization is an ongoing phenomenon. (Contains 17 references.) (KC)

ED 401 419 CE 072 910

Sasagawa, Koichi
Adult Education for a Multiethnic Community: Japan's Challenge.
PUB DATE- May 96
NOTE- 10p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English

*Engineering Technology; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; Machinery Industry; *Machine Tools; Manufacturing Industry; Metal Working; Numerical Control; Postsecondary Education; Secondary Education; *Standards; Teaching Methods

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the manufacturing engineering technician specialty area. (A manufacturing engineering technician is a person who uses special knowledge and skills to recommend and implement solutions for specific manufacturing applications.) This volume is organized in the following sections: (1) a profile of Texas State Technical College, the development center that produced these standards and curriculum; (2) a manufacturing engineering technician competency profile of job duties and tasks; (3) a manufacturing engineering technician duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies crosswalk. Individual syllabi for the following courses are provided: Machine Tool Practices I; Drafting Principles; Machine Tool Practices II; Application Software; Engineering Materials; Safety and Accident Prevention; Basic Fluid Power; Electrical Applications; Survey of Welding Processes and Applications; Computer Numerical Control (CNC) Machine Programming; Statics; Manufacturing Processes; Introduction to Computer Drafting; Computer-Assisted Design/Manufacturing (CAD/CAM) I; Tool Design I; Strength of Materials; CAD/CAM II; Computer Integrated Manufacturing; Quality Assurance and Statistical Process Control; and Engineering Technology Project. Each course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. An appendix contains industry competency profiles. (KC)

ED 401 435   CE 072 928

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 5: Mold Making, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 265p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Design; Computer Assisted Manufacturing; Course Content; Curriculum Development; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; Machinery Industry; *Machine Tools; *Machinists; Manufacturing Industry; Metal Working; Postsecondary Education; Secondary Education; *Standards; Teaching Methods; *Tool and

done; and relying on the strengths of all participants rather than balancing strengths and weaknesses. (MN)

ED 401 449 CE 072 949

Montgomery, Joel R.
Helping Adults Learn To Deliver Value in a Global Society.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for State Universities and Land Grant Colleges (San Diego, CA, November 18-20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Education; Case Studies; *Corporate Education; *Global Approach; *Labor Force Development; Staff Development; *Training Methods; *Training Objectives; *Values

Andersen Consulting is a global management and technology consulting organization whose mission is to boost clients' success by teaching them to link strategy, people, processes, and technology. Andersen's professional development program for its own 41,000-person global work force is designed to help adults learn to deliver value to global clients by developing the skills of collaborative reflective practitioners and the technical, industry, and consulting skills needed to support the firm's clients. The following core values underlie the staff development program: high quality client service (understand/meet client expectations); one global firm (enhance the global organization's collective values while sustaining the local culture); integrity (act with openness and honesty); stewardship (think in a future-oriented manner and act/invest to build a stronger firm); best people (become highly competent and commit to excellence, teamwork, and clients' success); and respect for the individual. These values are fostered through Andersen's Career Development Model, which identifies skill tracks, more specialized skill domains, and six levels of proficiency within each domain. Universities and colleges can use the staff development program as a model for preparing adults to learn to deliver value in an ongoing way. (Thirteen figures and 32 references are included.) (MN)

ED 401 450 CE 072 953

Ruhm, Christopher J.
High School Employment: Consumption or Investment. National Longitudinal Surveys Discussion Paper.
PUB DATE- Nov 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Comparative Analysis; Economic Status; *Education Work Relationship; Employment Level; *Employment Patterns; *Employment Problems; Family Characteristics; Followup Studies; *High School Students; National Surveys; Regression (Statistics); *Salary Wage Differentials; *Student Employment; Tables (Data); Trend Analysis; Work Experience
IDENTIFIERS- Impact Studies; *National Longitudinal Survey Youth Labor Market Ex

The long-term effects of employment during high school were analyzed by using National Longitudinal Survey of Youth data on 1,067 students who were initially interviewed in 1979 and who

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cooperative Education; *Education Work Relationship; Foreign Countries; Outcomes of Education; Program Effectiveness; Program Evaluation; School Business Relationship; *Technical Education; Technical Institutes; Two Year Colleges; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Mingchi Institute of Technology (Taiwan)

The cooperative education program at the Mingchi Institute of Technology, a 5-year technical junior college in Taiwan, is often praised as an exemplary model. Mingchi has implemented cooperative education in cooperation with Formosa Plastics Group (FPG) for more than 30 years. The school year at the college is structured with the winter and summer breaks shortened so that in each school year students can be divided into 4 groups to take turns in a 3-month paid work-based study program at the FPG. During their 5 school years, students completed a total of 15 months of off-campus study. A survey completed in 1990 by nearly 500 Mingchi students, graduates, supervisors, and heads of cooperating units found that helping students to comprehend workplace practices was considered the most valuable part of the program. The survey also found that 98 percent of the college's graduates were employed within 6 months after graduation. In 1996, a review of literature was conducted and case studies of student work-based experiences were analyzed based on interviews with two students majoring in industrial design and their supervisor. The study concluded that Mingchi's off-campus study program is efficient. The program reaches its preset goal of helping all students to learn by working, and in addition, the program is perceived to be effective. The program could be improved if the college and its partners could arrange more profession-oriented and more individualized work-based learning opportunities in the off-campus study program. In order to expand opportunities for professional training, cooperating firmst other than FPG companies should get involved. (Author/KC)

ED 401 468 CE 073 007

Ward, Christopher R.; Balavage, Valerie
Human Development across the Lifespan. A Pilot Intergenerational Project in Three Pennsylvania School Districts. Final Evaluation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; *Attitude Change; Consciousness Raising; Elementary Secondary Education; Generation Gap; *Intergenerational Programs; *Older Adults; Pilot Projects; Program Effectiveness; Program Evaluation; *Student Attitudes
IDENTIFIERS- Pennsylvania

An evaluation determined the impact on participants of pilot intergenerational programs in the Central Greene, Quaker Valley, and Titusville school districts in western Pennsylvania. It examined how participation in project activities changed students' attitudes about older adults and aging. A four-part questionnaire consisted of the following: questions to gather demographic information; a semantic differential scale of items that used bipolar adjectives that reflected a continuum between extremes; an attitude endorsement the 1990s and the Implications for Adult Education" (Hussein Mukasa); "Adult Education and the Political Economy of Global Economic Change" (Budd Hall); and "Adult Education for Export" (Ettore Gelpi). The fourth section, "Class, Gender, Race, and Ethnicity," contains the following two chapters: "Race, Gender, Class, and the Practice of Adult Education in the United States" (Phyllis Cunningham); and "Class, Race, and Ethnicity in Adult Education in Africa" (Dani Wadada Nabudere). Three "National Case Studies" are contained in the fifth section: "Towards a Political Economy of Adult Education and Development in Botswana" (Frank Youngman); "The Political Economy of Adult Education in Zimbabwe: A Case Study" (Taka Mudariki); and "A Political Economy of Adult Education in Comparative Perspectives: Canada, Mexico, and Tanzania" (Carlos Torres, Daniel Schugurensky). The final section, "Adult Education for Social Change," includes four chapters: "Adult Education for Global Social Change: Feminism and Women's Movement" (Angela Miles); "Gender and Adult Education: Training Gender-Sensitive and Feminist Adult Educators in South Africa--An Emerging Curriculum" (Shirley Walters); "Alternative Forms of Organization and Social Action: Implications for Adult and Community Education" (Paul Wangoola); and "Conclusion" (Paul Wangoola). The book includes information on contributors and is indexed by author and subject. (KC)

ED 401 485   CE 073 048

Smith, Clifton
Employer Involvement in Georgia Youth Apprenticeship Programs.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Apprenticeships; Articulation (Education); *Employer Attitudes; High Schools; Program Implementation; *State Programs; Technical Education; Two Year Colleges; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Georgia

A study was conducted to provide insight into employer participation in Georgia youth apprenticeship programs that offer work experience and learning at the work site. Data were gathered through a survey sent to a random sample of 206 employers, of the 450 employers involved in youth apprenticeship programs in the state. Analysis of the 121 responses resulted in the following information: (1) employers of all sizes and structures participated in the program; (2) most of the apprenticeships were in the business, marketing, and information management or technical and engineering career focus areas; (3) participating businesses employed an average of two youth apprentices and paid the students an average hourly rate of $5.18, with the hourly rate ranging from $3 to $10; (4) businesses cited lack of work as the main reason for not expanding their role in providing apprenticeships; (5) a majority of the employers were in the program for the first time and chose to participate for one of two reasons---to perform a community service and support the local school system or to recruit and train skilled employees for the future; (6) employers generally regarded the youth employees as productive; (7) most employers assigned a workplace mentor to youths, rotated them through assignments, and had a formal evaluation

Robb, Marnie E.
ENGAGE: A Career Development-Based, Learning-To-Learn Program for Youth, Parents, and Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Adolescents; At Risk Persons; *Career Development; Career Education; Career Guidance; *Careers; Dropout Prevention; Dropouts; Educational Environment; Educational Strategies; Foreign Countries; *High Risk Students; Individual Development; *Intervention; Post High School Guidance; School Holding Power; Secondary Education; Student Attrition; Withdrawal (Education)
IDENTIFIERS- Canada; ERIC Digests

Since 80% of school leavers drop out with a "C" or higher grade average, poor performance is seldom the issue. This digest outlines a program that uses a comprehensive life-career focus to address youths' continuing learning needs. The program was developed to provide high-school-aged youth the skills, knowledge, and motivation necessary to take responsibility for their life planning. The program is based on the idea that counseling, coaching, and teaching should decrease in intensity as youth become more adaptable and responsible. This career model introduces youth to decisionmaking and career development concepts and has them conduct personal, career-building activities. Youth learn that career building is an ongoing process requiring awareness of current values, beliefs, interests, skills, and knowledge. Instead of being asked to focus on what they want to do with the rest of their lives, students are encouraged to look at "the big picture" of their lives. The program emphasizes direct contact with youth through a two-day workshop and with follow-up sessions. The workshops use an active, process-oriented approach. The program also features print materials for students, teachers, and parents. (RJM)

ED 401 504   CG 027 028

Peavy, R. Vance
Constructivist Career Counseling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Awareness; *Career Counseling; *Career Development; Career Guidance; *Careers; Cognitive Development; Concept Formation; *Constructivism (Learning); Counseling Techniques; Foreign Countries; *Individual Development; Individual Psychology; Social Development; Vocational Interests
IDENTIFIERS- Canada; Constructs; ERIC Digests; *Life Meaning; *Life Planning; Narrative Inquiry

The advance of science and technology, the rise of mass consumerism, the deterioration of families, and other factors have enormous implications for career counseling. This digest

DESCRIPTORS- Adults; Bibliotherapy; Computer Uses in Education; Early Intervention; Educational Change; Elementary Secondary Education; Higher Education; Holistic Approach; Home Schooling; *Literacy; Play; Portfolios (Background Materials); Qualitative Research; *Reading Instruction; Reading Material Selection; *Recreational Reading; *Teacher Attitudes; *Teacher Education

Focusing on the theme of what literacy is and how it grows, this book presents 25 essays and studies that explore literacy growth in young children, teens, college students, and adults. Essays and studies in the book are (1) "Kindergarten Children's Uses of Oral Language and Social Interaction in Literacy Activities during Unstructured Play" (J.K. Bryan); (2) "Influences on Grade-Five Students' Decision to Read: An Exploratory Study of Leisure Reading Behavior" (P. Whitney); (3) "The Influence of Developmentally Appropriate Spelling Instruction on the Achievement of First Grade Students" (L.B. Hunter); (4) "A Psychologist-Educator's Journey through the Reading World" (J.C. Abrams); (5) "From Metronoscopes to Megabytes" (R.L. Carner); (6) "A Genuine Legacy" (M.J. Weiss); (7) "Constructing Teacher-Generated 'Authentic' Reading Assessments" (E.V. Newton); (8) "Teachers' Personal Comfort with Reading and Writing: Divergent Profiles in Planning Instruction" (D.L. Bailey); (9) "Living in the 'Real World' of Instructional Change in Literacy: One Fourth Grade Teacher and Educational Reform" (A.L. Williams); (10) "Conceptual Changes: Preservice Teachers' Pathways to Providing Literacy Instruction" (V.J. Risko and others); (11) "Using Reflective Portfolios in Preservice Teacher Education Programs" (K. Oropallo and S. Gomez); (12) "The Annotation Exchange System: A Way for Schools and Universities to Connect Using Children's Literature" (S.L. Strode); (13) "The Bibliotherapeutic Effects of Ludic Reading" (M.A. Duchein and others); (14) "The Relationship between Writing Form and Emergent Reading Behavior: Patterns across 3-, 4-, and 5-Year Olds" (J.E. Barnhart); (15) "Reading Workshop: An Early Reading Intervention Approach for At-Risk Students" (B. Zimmerman and others); (16) "Writing Changes and Young Children: A Study of Self-Assessment" (J.C. Miels); (17) "Replaying Their Own Lives: Children's Choices for Dramatic Play in One Head Start Classroom" (C.A. Walker); (18) "Preliminary Validation of the 'Writer Self-Perception Scale'" (W.A. Henk and others); (19) "Finding Books for Adult New Readers" (P.L. Bloem and N.D. Padak); (20) "A Case Study in Reading Using Holistic Intervention with an Undergraduate University Student" (K.E. Mayo); (21) "Analyzing Qualitative Data Using the Trifold" (D.E. Alvermann and others); (22) "Is Fluency Yet a Goal of the Reading Curriculum?" (T.V. Rasinski and J.B. Zutell); (23) "Changing Themes for Preparing Teachers to Use Computers and Multimedia for Literacy Learning" (E. Balajthy); (24) "A Qualitative Study of the Literacy Environment in One Home School Setting" (V.G. Hall); and (25) "Teachers Helping Teachers: Ohio's Even Start Peer Assistance Team Project" (N.D. Padak and others). (RS)

ED 401 524   CS 012 647

Berger, Alan
The Latest Scams in Literacy Education.
PUB DATE- Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (86th, Chicago, IL, November 21-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Childrens Writing; Classroom Techniques; Cooperating Teachers; Elementary Education; Learning Strategies; Nature Centers; *Poetry; *Student Motivation; Student Teacher Attitudes; *Student Writing Models; Teaching Methods; *Writing Instruction

IDENTIFIERS- *Nature Writing; *Writing Motivation

A lesson in writing stresses that pupils can choose what to write about in a nature setting. Answers to numerous questions arising when involving pupils in writing can be found in this activity, including: (1) how to motivate learners to write; (2) whether to teach specific writing skills as they write; (3) what guidance and assistance to offer on choosing a topic; (4) how to appraise pupils' writing; and (5) how to respect and encourage pupils' feeling dimension in writing. A student teacher and a cooperating teacher, working as a team, planned a unit on writing about nature, using as their resource a nature area directly outside their elementary school building. Here students, notebook and pencil in hand, were taken on an excursion to observe the out-of-doors. Using their observations on a rabbit's swiftness, individually and in small groups, pupils came up with rhyming couplets, triplets, quatrains, and even a limerick. Pupils had previously studied, read, and written different kinds of verse in group settings. (CR)

ED 401 543 CS 215 547

Wilcox, Daryl J.

A Visual Strategy for Teaching Written Expression: Meeting the Challenge Presented by Students of Native American Heritage.

PUB DATE- Oct 96

NOTE- 11p.; Paper presented at the Annual Conference of the Northern Rocky Mountain Education Research Association (14th, Detroit Lakes, MN, October 2-6, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)

DESCRIPTORS- American Indian Education; *American Indians; Case Studies; *Cognitive Style; Cultural Context; Ethnic Groups; *Learning Strategies; Minority Groups; Secondary Education; *Visual Learning; Whole Language Approach; *Writing Instruction; Writing Research

IDENTIFIERS- *Native Americans; *Winnebago Public Schools NE

Learning styles have been identified as an important variable in the school success or failure of ethnic minorities in America. Whole language is compatible with the style of Native American children. Nebraska's Winnebago Public School teachers of Native American students use a method of writing instruction that is compatible with their preference for communal learning, approaching tasks visually, and learning by observation preceding performance (with time for quiet persistent explorations). One strategy is called TOWER, an acronym depicting the writing sequences (Think, Organize, Write, Edit, and Rewrite) and another is EDITS (Embellish, Delete errors, Insert corrections, Tally progress, and Submit for grading). These strategies combine Piaget's four stages of cognitive development with Bloom's Taxonomy of 6 hierarchical classes of

(Elizabeth M. Koehler); "Radio Public Affairs Programming since the Fairness Doctrine" (Kenneth D. Loomis); "Cohen v. Cowles Media Co. Revisited: An Assessment of the Case's Impact So Far" (Hugh J. Martin); The Third-Person Effect and Attitudes toward Expression" (Mark Paxton); "Televising Executions: A Prisoner's Right of Privacy" (Karl H. Schmid); and "A Policy Analysis of the Telecommunications Act of 1996" (Richard J. Schaefer and J. R. Rush). Individual papers contain references. (RS)

ED 401 562 CS 215 570

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Mass Communication and Society Division.
PUB DATE- Aug 96
NOTE- 537p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agenda Setting; Crime; Headlines; *Mass Media Role; *Mass Media Use; Media Research; Newspapers; Organizational Communication; *Parent Role; Political Attitudes; Terrorism; World Wide Web
IDENTIFIERS- Environmental Reporting; Gulf War; Journalists; Local Media; *Media Coverage; Slang; War on Drugs

The mass communication and society section of the Proceedings contains the following 17 papers: "Deviance in News Coverage of On-Line Communications: A Print Media Comparison" (Lisa M. Weidman); "Political Tolerance of Environmental Protest: The Roles of Generalized and Specialized Information" (Catherine A. Steele and Carol M. Liebler); "First Ladies: A Look at Coverage in Two Major Newspapers" (Erica Scharrer and Jacqueline Arnold); "Agenda-Setting with an Ethnic-Relevant Topic: Ethnicity and Public Salience of Illegal Immigration" (Michael B. Salwen and Frances R. Matera); "Media Dependency Theory and the Perception of Violence in Professional Ice Hockey" (Quint B. Randle); "The Mediating Role of Public Mood: New Explorations in the Relationship between Media Use and Political Knowledge/Attitudes" (Ekaterina Ognianova and others); "Finding the Smoking Gun: Local Media and Community Ties" (Debra Merskin and Mara Huberlie); "Roles Journalists Play: An Examination of Journalists' Roles as Manifested in Samples of Their Best Work" (Divya C. McMillin); "Online Cities: Are They Building a Virtual Public Sphere or Expanding Consumption Communities?" (Sally J. McMillan and Kathryn B. Campbell); "Drug Problems and Government Solutions: A Frame Analysis of Front-Page Newspaper Headlines about the Drug Issue, 1987-1994" (Robert W. Leweke); "The Press and the Not-So-Mean Streets: The Relative Influence of the Media on Public Knowledge of Crime Rates" (Thomas J. Johnson and others); "On the N- and F-Words: Quantifying the Taboo" (Paul Martin Lester); "Building the Terrorism Agenda, 1981-1994: The Media, the President and Real World Cues" (Patrick M. Jablonski and Christopher Sullivan); "'Sports Illustrated', 'The War on Drugs,' and the Anabolic Steroid Control Act of 1990: A Study in Agenda Building and Political Timing" (Bryan Denham); "News from Hell before Breakfast: The Clash of Military and Media Cultures during the Persian Gulf War" (Jay DeFrank); "The Private Line: How Theodore Vail of AT&T Invoked the Concept of 'Public Interest' to Enhance the Company's Position as a Monopoly" (Kerry Anderson Crooks); and "The Paradox of Parenting Magazines: Cultivation Theory and Information

Shanties; Vocabulary and Terminology; and Recommended Bibliography. Appended are a number of laudatory letters regarding the film. Contains 15 references. (NKA)

ED 401 579 CS 509 369

Strange, Bennett
If There Is a Problem, We Didn't Cause It.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bias; *Change Strategies; Civil Rights; Cultural Pluralism; *Debate; Higher Education; Minority Groups; Student Attitudes; *Student Participation
IDENTIFIERS- Academic Community; *Debate Tournaments; *Diversity (Student)

In the past, there was no cry for diversity in academic debate because the exercise was strong enough to attract participants on its own merits. The professional fields of law, ministry, politics, and broadcasting were resplendent with former debaters. If there is a current lack of diversity in the forensic community, the debate community did not create it and the solution is to be found elsewhere. One survey of 50 programs showed that only one squad was totally male and 35.5% of the reported squad members were female. Another indicated that out of 64 schools, 5.78% of the debaters were African-Americans, compared to a 8.66% black student population. Those who see a problem with the current multicultural makeup of the forensic community offer such solutions as: (1) more African-American coaches; (2) more dedicated debate scholarships for minorities; and (3) more community involvement to attract attention. A change in the perception of inequality must come from the students themselves. Diversity is not the problem but the symptom, and evidence does not support the charge that the community created that symptom. The goal should be not to reach out to specific student blocks, but to the entire student population. (Contains 17 references.) (CR)

ED 401 580 CS 509 373

O'Connor, Joseph; Seymour, John
Training with NLP: Skills for Managers, Trainers and Communicators.
PUB DATE- 94
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Futures (of Society); *Learning Processes; *Learning Strategies; Organizational Communication; *Skill Development; *Training; Training Methods
IDENTIFIERS- Generative Processes; Managerial Communication; *Neurolinguistic Programming; *Training Needs

Based on the premise that changes in technology and organizational development suggest that 75% of people working today are likely to need training within the next 10 years,

Smith, Thomas M.
The Pocket Condition of Education, 1996.
PUB DATE- 96
NOTE- 33p.; For the complete 1996 report, see ED 394 217.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Literacy; Disabilities; Dropout Rate; *Educational Attainment; *Educational Status Comparison; Elementary Secondary Education; *Enrollment; Faculty Development; Higher Education; Kindergarten; Minority Groups; Preschool Education; School Choice; *Socioeconomic Background; Teacher Certification; Teacher Salaries; Teaching Load

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. The "Condition of Education" includes data and analysis on a wide variety of issues, including: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size, growth, and output of educational institutions; (5) climate, classrooms, and diversity in educational institutions; and (6) human and financial resources of educational institutions. The indicators in the publication use data from government and private sources. This pamphlet contains 30 charts that comprise a small sample of the 60 indicators contained in the larger report, "The Condition of Education." (LMI)

ED 401 600 EA 028 027

Joyce, Bruce, Ed.; Calhoun, Emily, Ed.
Learning Experiences in School Renewal: An Exploration of Five Successful Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Action Research; Case Studies; Educational Cooperation; Educational Environment; *Educational Improvement; Elementary Secondary Education; Methods Research; Operations Research; *Participatory Research; Program Implementation; Theory Practice Relationship

This book presents case-study findings of five school systems' efforts to become true learning communities through action research into the school-renewal process. The programs were located in the Southeast, Midwest, Far West, and an overseas region of the Department of Defense Dependents Schools. The programs shared three characteristics: a focus on improving student learning, an investment in people, and a commitment to generating knowledge about important aspects of school renewal and staff development. Program outcomes led to the development of the following hypotheses: (1) restructuring job assignments and schedules to build time for collective inquiry into the workplace will increase school-improvement activity; (2) active democracy and collective inquiry create the structural

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Charter Schools; Decentralization; Educational History; Elementary Secondary Education; Free Enterprise System; *Governance; *Institutional Autonomy; *Politics of Education; School Based Management; *School Choice; School Organization; School Restructuring

Charter schools have emerged as the latest model for school reform. This handbook contextualizes the emergence of the charter-school concept by examining both the broader political shift in educational governance toward local control and the more specific movement in school reform toward greater institutional autonomy and school-based change. The discussion focuses solely on the emergence of the charter-school concept and its relationship to past school-reform efforts and the current movement to alter educational governance. Borrowing from the first and second waves of reform, the charter-school concept embodies the values most central to school improvement in the last decade--accountability, school-based change, teacher professionalism, and school choice. The book suggests that the charter-school concept provides opportunities for school-based change, teacher empowerment, and accountability that past reforms did not. (Contains 39 references.) (LMI)

ED 401 620 EA 028 053

Shipley, Jim; Collins, Chris
Going to Scale with TQM. The Pinellas County Schools' Journey toward Quality.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Educational Change; *Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; Organizational Change; *Organizational Development; Participative Decision Making; *Total Quality Management
IDENTIFIERS- *Malcolm Baldrige National Quality Award; Pinellas County School System FL

Quality improvement, or Total Quality Management (TQM), has been used for years in the corporate world to help companies achieve better customer satisfaction, increase market share, and improve profitability. More recently, TQM has emerged as a promising strategy for school improvement and educational reform. In 1991, the school district of Pinellas County, Florida, adopted a quality-management philosophy in response to Florida's Blueprint 2000 education-reform initiative, which began the shift from top-down to site-based management. The county also established the Quality Academy, a partnership linking the district with various community partners. This publication outlines the Pinellas three-step change process. Section 1 discusses why the district is committed to the

The task force sought to develop a framework for teaching about religion and its appropriate inclusion in the curriculum and to develop a list of resources for school-district use and support. This handbook, a product of the task force, discusses points of special concern, provides answers to frequently asked questions about religion in the curriculum, offers a framework for curriculum content, and offers recommendations for teachers' professional development. Appendices contain examples of legal support for two approaches to defining religion, policy guidelines, a position statement and guidelines from the National Council for the Social Studies, and a summary of the Williamsburg Charter principles. The resource section contains lists of publications, visual material, media kits, organizations, and curriculum projects. (LMI)

ED 401 639 EA 028 090

Bowen, Gail; And Others
The Role of the Principal in the Professional Development School.
PUB DATE- Aug 95
NOTE- 43p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (49th, Williamsburg, VA, August 8-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *College School Cooperation; Elementary Secondary Education; Higher Education; Organizational Change; *Principals; *Professional Development; Program Administration; Teacher Centers; *Teacher Education
IDENTIFIERS- *Texas

Although much has been written to describe the changing role of teachers in the professional-development school, little is known about the role of the principal in bringing about educational change. This paper describes the role of the principal and the issues involved in implementing change in Texas Professional-Development Schools (PDSs). The Texas Education Agency (TEA) established the Texas Centers for Professional Development and Technology (CPDTs), which are university-based, teacher-preparation programs that collaborate with K-12 schools and other organizations. The typical center includes at least one university, one school district, and one school. Data were derived from interviews, document review, and observations at seven elementary schools participating in the CPDT program. Findings indicate that the principals' roles may be described in terms of stages, which appeared to affect how they viewed the impact of PDS-participation on their own organization. The principals spent much of their time dealing with management and coordination tasks and had not yet begun to think about new forms of organization and new approaches to leadership. The principals reported that the PDS helped their students, improved teaching in their schools, and brought additional resources to their schools. Eleven tables are included. (LMI)

ED 401 640 EA 028 091

Light, John D.; And Others
Linking School Community Members for School Improvement.
PUB DATE- Nov 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Regional Council on Education Administration (Savannah, GA,

separating autistic from non-autistic children, whereas few historic or neurological features differentiated the groups. Titles and authors of individual chapters are: (1) "Introduction to the Study" (R. Morris and I. Rapin); (2) "Classification of Developmental Language Disorders" (N. Hall and D. M. Aram); (3) "Classification of Autistic Disorders" (L. Waterhouse); (4) "Methodology (Subjects and Measures)" (R. Morris and others); (5) "Historical Data" (I. Rapin); (6) "Neurological Examination" (I. Rapin); (7) "Neuropsychological and Language Data" (D. Fein and others); (8) "Behavioral Data" (L. Waterhouse and D. A. Allen); (9) "Play" (L. Wainwright and D. Fein); (10) "Classification Issues" (I. Rapin and others); and (11) "Overview and Conclusions" (D. Fein and others). The measures used are appended, including the first publication of two new assessment instruments: the Wing Schedule of Handicaps, Behaviour and Skills (HBS) and the Wing Autistic Disorder Interview Checklist (WADIC), which was the single best discriminator in the study. (Contains approximately 500 references.) (DB)

ED 401 657 EC 305 102

Emerson, Eric
Challenging Behaviour: Analysis and Intervention in People with Learning Disabilities.
PUB DATE- 95
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Behavior Disorders; *Behavior Modification; Children; Drug Therapy; Elementary Secondary Education; Epidemiology; Evaluation Methods; Foreign Countries; Incidence; *Intervention; *Learning Disabilities; *Mental Retardation; Models; Multiple Disabilities; Training Methods
IDENTIFIERS- Applied Behavior Analysis; Behavior Management; *Functional Assessment; Great Britain

This book offers a British perspective on ways of conceptualizing, assessing, and intervening in the challenging behavior of people with severe learning disabilities, with emphasis on the types of technical support needed. An introductory chapter explains why the term "learning disability" is used rather than mental handicap, mental retardation, or intellectual impairment and defines challenging behavior. Chapter 2 argues that challenging behavior must be seen as a social construction and behavioral interventions must be assessed on the basis of their social validity. Chapter 3 examines the evidence regarding the prevalence, risk factors, and natural history of challenging behaviors. In chapter 4, the models and concepts which underlie behavioral approaches to analysis and intervention are discussed, with an emphasis on recent developments in applied behavior analysis. Discussion of the broad perspectives and issues that should guide behavioral interventions is offered in chapter 5. Chapter 6 considers the aims of a behavioral assessment in terms of identifying the social impact of the behavior and its behavioral function. In chapter 7, the main behavioral approaches, such as nonaversive behavioral support, are examined. Chapter 8 discusses the integration of behavioral and neurobiological approaches, reviewing evidence in support of psychopharmcological approaches. Chapter 9 looks at long-term management of equipment); (7) communication elements and features (such as fire alarm systems, assistive listening systems, and detectable warnings); (8) special rooms and spaces (such as wheelchair spaces in assembly areas, and medical care facility rooms); (9) built-in furnishings and equipment (such as benches and storage); and (10) transportation facilities, such as bus stops and terminals. Recommendations for changes in format of the guidelines are also offered. (DB)

ED 401 676 EC 305 166

Maker, C. June; Nielson, Aleene B.
Curriculum Development and Teaching Strategies for Gifted Learners. Second Edition.
PUB DATE- 96
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academically Gifted; Classroom Environment; *Curriculum Development; *Educational Principles; Elementary Secondary Education; Individualized Programs; Intelligence; Interdisciplinary Approach; Learning Processes; Learning Theories; Primary Education; Sequential Approach; *Teaching Methods; Theory Practice Relationship; Units of Study
IDENTIFIERS- *Differentiated Curriculum (Gifted); Scaffolding

This text on the education of gifted children is organized into two parts--the first on curriculum principles and the second on applications of those principles. The first chapter examines such topics as theories of intelligence, qualitatively different curricula, and a comprehensive approach to curriculum. Chapter 2 considers several continuums in the learning environment including: learner centered/teacher centered, independence/dependence, open/closed, and flexibility/rigidity. "Content" is discussed in Chapter 3 in terms of abstractness, complexity, variety, organization, and focus on people or methods. "Process" is the focus of the fourth chapter, with sections on higher levels of thinking, open-endedness, discovery, reasoning, group interaction, pacing, and variety. A chapter on "Product" stresses the need for products addressed to real problems and for real audiences as well as principles of evaluation, transformation, and variety. Part 2 presents two author-contributed chapters. The first is "Applying the Principles in an Elementary School Classroom," by Lannie S. Kanevsky. Methods of diffentiating regular classroom curriculum and developing personal learning plans are discussed. The second chapter is "Interdisciplinary Units of Study: Scaffolding at Its Best" (Judith A. Rogers). This chapter presents an interdisciplinary unit on the peoples of the world for gifted second or third grade children and details the unit's objectives, process, products, planning, activities, and evaluation. The final chapter is on the development of scope and sequence in curriculum for gifted students. (Contains approximately 230 references.) (DB)

ED 401 677 EC 305 167

Devlieger, Patrick; Trach, John S.
Ethnographic Study of Transition: On the Threshold of Adult Life.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Health; Data Collection; Data Interpretation; Definitions; *Disabilities; Education Work Relationship; Elementary Secondary Education; Federal Aid; Federal Programs; Financial Support; Health Services; *Incidence; National Surveys; Needs Assessment; Residential Programs; *Student Placement; Tables (Data); Transitional Programs
IDENTIFIERS- Service Utilization

This monograph provides a compilation of 1985-1993 statistical data on children and youth with disabilities. Data sources included: (1) national surveys that collect economic and social information; (2) national surveys on health status; (3) health surveillance reports; and (4) program and administrative data from federal programs serving individuals with disabilities. An introduction provides a general overview of concepts and issues in the definition, measurement, collection, and interpretation of data. It highlights major findings pertaining to: the general prevalence of disabilities and chronic conditions in children and youth; health status and health care utilization; children in residential placements and in various educational settings; youth with disabilities in school-to-work transition programs; disabled children and youth receiving various federal benefits; and state-level data on children and youth with disabilities. The extensive tables that follow provide detailed information on prevalence of disability, health care utilization, education, school-to-work transition, federal program data, and state level data. Each table is accompanied by highlights and explanatory notes. The final section consists of an inventory of data sources and includes information on technical aspects of the surveys. (Contains 67 references.) (DB)

ED 401 695 EC 305 188

Fraser, Katherine, Ed.
What Will It Take?: Standards-Based Education Reform for All Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Disabilities; *Educational Assessment; *Educational Change; *Educational Objectives; Educational Policy; Elementary Secondary Education; Needs Assessment; Policy Analysis; Regular and Special Education Relationship; Special Education; *State Standards; Student Educational Objectives; Student Needs; Student Participation; Trend Analysis
IDENTIFIERS- *National Standards

This report presents information from a study of recent state efforts to improve the education system and the implications of these efforts for children with disabilities. The study evaluated educational reform and state policy in 18 states. A major finding of the study was the limited involvement of the special education community in the standards movement, a finding which raises questions concerning whether the reforms have any real chance of benefiting all students. Chapter 1 reviews the new standards-based education reform movement, systemic reform for implementing new standards, national standards, and the Goals 2000 program. Chapter 2 analyzes the ways that states have actually implemented their new standards

Horie, Kaoru; Saito, Noriko
A Pragmatic Constraint on Particle Conversion in Japanese.
PUB DATE- Jan 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (70th, San Diego, CA, January 4-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; English; Foreign Countries; *Form Classes (Languages); *Grammar; *Japanese; Korean; *Language Patterns; Language Research; *Linguistic Theory; Nouns; *Pragmatics; *Sentence Structure

The grammatical phenomenon in Japanese known as Ga-No conversion is examined. In this phenomenon, the nominative particle "ga" can be converted to genitive particle "no" in embedded sentences with a nominal head such as a relative clause or complementary clause. A pragmatic constraint to this conversion that has not previously been explored is proposed: that the Ga-No conversion fails to apply if the ga-marked subject is a focus of the embedded sentence. Cross-linguistic and theoretical implications are discussed, particularly in the contexts of Korean and English. It is concluded that in Korean, the nominative/genitive particle conversion is so severely restricted at the syntactic and semantic level that there is no room for such a pragmatically motivated constraint. In English, it was found that as in Japanese, genitive-marked subjects are more difficult to focalize than accusative-marked subjects, bearing out the theory proposed here. Contains 21 references. (MSE)

ED 401 716   FL 023 986

Birch, Gary
Concept Development through Content Instruction in the Mother Tongue of NESB Secondary Students with Little or Inadequate Previous Formal Education.
PUB DATE- Feb 96
NOTE- 63p.; Contains light type and handwriting that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Concept Formation; Educational Experience; Educational Strategies; *English (Second Language); English for Academic Purposes; Foreign Countries; Geography; Immigrants; *Language of Instruction; Languages for Special Purposes; Limited English Speaking; *Native Language Instruction; Parent Participation; Portfolios (Background Materials); Program Design; Program Effectiveness; Refugees; Research Skills; Secondary Education; Skill Development; Team Teaching; *Vietnamese
IDENTIFIERS- Australia; *Content Area Teaching; *Milpera Special School (Australia)

This paper describes a limited bilingual approach developed for Vietnamese immigrants whose formal schooling had been interrupted due to extended periods in refugee camps, and its implementation in the Milpera Special School (Queensland, Australia), a secondary school for children of Non-English-Speaking Backgrounds (NESB). The initiative was designed to improve students' academic, cognitive, and Vietnamese language skills, self-esteem, and academic English across content areas, after exposure to Vietnamese in some content areas. The program

Instruction; *Second Languages; *Sociocultural Patterns; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Central African Republic; *Peace Corps

This instructional guide in French is intended for training Peace Corps volunteers serving in the Central African Republic. It includes 35 topical units at the superior level, each consisting of briefly stated competency objectives and a number of brief, related situational texts. Unit topics include: explaining how to do something; explaining advantages and disadvantages; writing a letter; explaining cultural aspects of life in the Republic of Central Africa; making comparisons/contrasts; giving one's opinion; and playing a game. (MSE)

ED 401 738 FL 024 228

Ngumiti ka naman! Tagalog with Humor. Language and Culture through Cartoons.
PUB DATE- Feb 92
NOTE- 172p.; Cover may not reproduce well.
LANGUAGE- Tagalog; English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cartoons; Conversational Language Courses; *Cultural Awareness; Cultural Education; Daily Living Skills; Foreign Countries; *Grammar; Humor; Interpersonal Communication; Language Patterns; Lesson Plans; Second Language Instruction; *Second Languages; *Tagalog; *Uncommonly Taught Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Peace Corps; Philippines

This guide for teaching Tagalog as a second language is designed for training Peace Corps volunteers. It consists of 140 lessons based on cartoons from a Philippines newspaper. Each lesson contains a one- to three-panel cartoon in Tagalog with English translation, vocabulary and grammar notes, comprehension questions, and notes on related cultural features. Cartoon topics include a variety of daily living and interpersonal situations. (MSE)

ED 401 739 FL 024 229

Language Manual II: Sesotho .
PUB DATE- 96
NOTE- 123p.; Contains some lines with missing type.
LANGUAGE- English; Sesotho
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- African Languages; Articulation (Speech); *Bantu Languages; Conversational Language Courses; Cultural Education; Daily Living Skills; Dialogs (Language); Foreign Countries; *Grammar; Interpersonal Communication; Language Patterns; Language Rhythm; Phonology; Second Language Instruction; Second Language Learning; Sentence Structure; *Sociocultural Patterns; Tone Languages; Uncommonly Taught Languages; *Volunteer Training
IDENTIFIERS- Africa; *Lesotho; *Peace Corps; *Sesotho

This instructional guide for Sesotho (spoken in several areas of Africa by about 6 million people) is designed for the training of Peace Corps volunteers in Africa. The first two chapters outline Sesotho phonology (phonetics, articulation, and speech sounds and patterns not present in English) and tone and length, grammatical structure (class and concord system), and sentence structure. Subsequent chapters are 21 thematic or

Language Instruction; *Second Languages; Syntax; Vocabulary Development

A study examined second language learners' interaction in the interaction stage of dictogloss to see how it might facilitate language learning. Dictogloss, a class activity, involves the teacher reading a passage aloud in class at natural speed, students taking notes for reconstruction, and students producing, in pairs or small groups, their own grammatically correct version, which is then analyzed and corrected by the whole class. Subjects were four adult students in an intensive English-as-a-Second Language (ESL) class. Students worked as pairs, then as a group of four. English-language interactions of the groups were analyzed for occurrence of Critical Language-Related Episodes (CLREs) (meaning-based, grammatical, and orthographic) reflecting attention to or negotiation of those language skills. About half of the 43 CLREs identified were grammar-related and 15 were meaning-based. The grammatical episodes showed the most variation, and meaning-based episodes largely were for confirmation of original passage meanings. The patterns of CLREs indicates that the task does facilitate discussion of both meaning and form and has a process different from that of the jig-saw exercise. (MSE)

ED 401 760 FL 024 257

Gordon, Daryl
ESL and Parental Empowerment.
PUB DATE- 96
NOTE- 20p.; For complete volume, see FL 024 252.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Acculturation; Adult Education; Applied Linguistics; *English (Second Language); Immigrants; Language Research; Language Role; *Linguistic Theory; *Parent Child Relationship; *Parent Empowerment; Parent Participation; *Parent Role; Refugees; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Southeast Asians

A study conducted in the English-as-a-Second Language (ESL) class of 11 Southeast Asian refugee parents of several nationalities and language groups investigated changes in the parents' relationships with their children through four months of the acculturation process, focusing on the strategies the parents used to guide and assist their children in school. Data were gathered through observation of discussion groups and classes. Differences in the cultures, particularly relating to perceptions of education and the family, were taken into consideration. It was found that the parents felt their children did not listen to parents and did not take school seriously; this was noted particularly in teenagers. They also felt the children were using their greater knowledge of American culture to evade academic activities. Parents observed changes in their children's behavior since immigration, including loss of respect for parents and discipline difficulties. Role reversal was sometimes observed. Parents evidenced both empathy and frustration in dealing with their children's education and used a number of strategies to encourage attention to academic achievement. The ESL class provided a forum for discussing these issues and enhance communication capacity. Contains 24 references. (MSE)

ED 401 761 FL 024 260

with the community college component removed and the other which has analogous degree-granted information--cover this transfer of responsibility. Three appendixes include: a map of the system, a chronology of when individual institutions within the state system were established, and a publications list. (CH)

ED 401 780 HE 029 625

Aber, Joanne
Getting a College Degree Fast: Testing Out & Other Accredited Short Cuts.
PUB DATE- 96
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Academic Aptitude; Academic Aspiration; Academic Persistence; Admission Criteria; Adult Students; Advanced Placement Programs; College Admission; College Choice; *College Credits; *College Entrance Examinations; *Degree Requirements; Higher Education; *Nontraditional Education; Prior Learning; *Special Degree Programs; *Standardized Tests; Test Anxiety; Test Coaching; Test Wiseness

This book, directed especially to individuals over age 30, takes a how-to approach to earning a college degree in the least amount of time for the least amount of money. The book explains how to use fast-track methods such as "testing out," which takes advantage of prior learning, and accredited shortcuts to earn an accelerated degree. The first chapters of the book set out some basics, such as custom designing a degree, assessing academic readiness, understanding learning preferences, setting timelines and budgets, selecting the right college and the best educational options, and accredited shortcuts. One chapter provides an in-depth analysis of the advantages of testing out. The remaining chapters cover the many academic and vocational tests that can be used toward college credit, and list the universities, institutes, and associations that offer tests that may be accepted for college credit. Appendixes provide supplementary information including: a comparison of the content of four prior-learning tests; a list of colleges that work with nontraditional adult students; a mini-quiz to assess academic preparation; and a checklist to be used in selecting a college. Also listed are testing system and accrediting agency addresses. A glossary defines terms used in the book. (CH)

ED 401 781 HE 029 626

Sutton, Jonathan
Traditions in New Freedom. Christianity and Higher Education in Russia and Ukraine Today.
PUB DATE- Mar 96
NOTE- 128p.; A publication of Bramcote Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Christianity; Church Related Colleges; Comparative Education; Educational Environment; Foreign Countries; Foreign Culture; Higher Education; Religion Studies; Religious Cultural

students, and extend learning experiences into the community. Tools for developing and implementing CQI are included along with detailed descriptions of their use. These are: affinity diagrams, cause and effect diagrams, control charts, flowcharts, force field analyses, histograms, nominal group process techniques and charts, operational definitions, Pareto diagrams, Quality Index Classroom Rating Profiles, relations diagrams, run charts, scatter diagrams, scenario builders, and systematic diagrams. (JLS)

ED 401 798   HE 029 645

North, Joan
Encouraging the Campus Focus on Learning and Teaching.
PUB DATE- 21 Aug 96
NOTE- 18p.; Keynote address presented at the Grand Valley State University Annual Conference on Teaching and Learning (2nd, Allendale, MI, August 21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Educational Responsibility; Faculty Publishing; Faculty Workload; Higher Education; *Institutional Role; *Role of Education; Scholarship; Self Evaluation (Groups); Teacher Effectiveness; *Teacher Responsibility; *Teacher Role

Institutions of higher education are moving away from their primary focus on teaching, in part because teaching has become more a private act less visible than other faculty responsibilities such as scholarship, and in part due to the perception that teaching is not very difficult, that it is simply telling the students what you know. However, the process of teaching is much more complex and demanding, and requires making certain that learning has occurred. Another trend is the shift from concerned local communities to global economic centers. External success has replaced internal achievement. The shift from cooperation to competition fits with the rise of importance of scholarship over teaching in the past 20 years, as faculty spend less time helping individual students grow and mature and more time competing with colleagues in the world arena of scholarship. Visibility for teaching as the central activity requires a conscious focus by top level administrators. A campus that is firmly focused on teaching and learning is one in which everyone talks about learning, celebrates learning successes, and encourages teaching experimentation. The importance of teaching must also be shown by spending as much money on teaching and its development as on scholarship and its development. A checklist to evaluate a campus' focus on teaching/learning is attached. (JLS)

ED 401 799   HE 029 646

Ten Strategies and Their Financial Implications for Reducing Time-to-Degree in Texas Universities.
PUB DATE- Oct 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; Federal Aid; Financial Needs; Higher Education; High Schools; *Loan Repayment; *Paying for College; *Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Perkins Loan Program; Stafford Student Loan Program

This booklet is designed to help prospective college students and their parents estimate college expenses, understand the financial aid process, become educated consumers of financing alternatives, and manage the repayment of education loans. It provides worksheets on how to figure direct and indirect college costs and how to save for college, including various investment choices. The booklet explains various types and sources of student financial aid, along with application and eligibility requirements. Specific information on Federal Perkins Loans, subsidized Stafford Loans, unsubsidized Stafford Loans, Federal Plus Loans, and private or institutional loan programs is provided. A comparison of loan repayment options, including the standard repayment account, Select Step account, income sensitive repayment account, and Smart Loan account, is provided. (MDM)

ED 401 819 HE 029 668

Carroll, Stephen; And Others
The Fiscal and Demographic Environment of the California State University at Northridge. Higher Education for the 21st Century Series.
SPONS. AGENCY- California State Univ., Northridge.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Declining Enrollment; *Demography; Educational Economics; *Enrollment Projections; Enrollment Trends; Environmental Scanning; Futures (of Society); Higher Education; Hispanic Americans; Human Services; *Politics of Education; Prediction; *Racial Composition; *School Surveys; Social Services; Strategic Planning; Trend Analysis
IDENTIFIERS- *California State University Northridge

This report presents the results of an examination by Rand Corporation of external environmental factors affecting the Northridge campus of Canlifornia State University. For institutions of higher education, especially public institutions, these external environmental factors may include fiscal, demographic, labor market, political, legal, technological, and social forces among others. The report focuses on the existing state of affairs and projected trends for fiscal and demographic matters, and the political context. The report predicts that major spending programs will grow faster than state revenues; that mandated expenditures and entitlements will consume almost all General Fund revenues; and that there will be a growing squeeze on public services, particularly higher education. Two demographic trends will directly affect enrollment: (1) the population age group that has traditionally composed the bulk of the school's total enrollment is shrinking and will continue to shrink over the foreseeable future; and, (2) although Hispanics will be an

DESCRIPTORS- Adults; Disadvantaged; *Dislocated Workers; *Employment Programs; *Federal Programs; *Job Training; *Participant Satisfaction; Postsecondary Education; Program Effectiveness; Program Evaluation; Research Utilization
IDENTIFIERS- *Job Training Partnership Act 1982; *Texas (Central)

A study was conducted to determine the baseline by which to measure expected improvements in customer satisfaction for Central Texas Job Training Partnership (JTPA) programs. The survey was designed to facilitate assessment of the current level of customer satisfaction with service delivery and influences on customer satisfaction. Data were gathered by telephone using a 5-level, 25-question Likert scale with a population of 241 adult customers served by the JTPA offices in Temple and Killeen; 181 responses were received (75 percent). Data were analyzed using combined and individual mean scores by office and case managers; Analysis of Variance (ANOVA) between offices and case managers; ranking of questions from least to most positive response by combined and individual offices; and item analysis of additional comments by subject. Results of the survey were generally positive, showing a strong level of customer satisfaction, although results varied from office to office. Recommendations made include the following: (1) use results of the survey as an administrative tool to increase levels of customer satisfaction through improved program services; (2) implement a follow-up survey in 6 months to evaluate improvements; and (3) do a correlational study comparing survey results with participant performance outcomes to determine the relationship between customer satisfaction and positive outcomes. (The survey instrument and results are included in the report.) (KC)

ED 401 383 CE 071 972

Re-development of the Certificates in General Education for Adults. CGEA Re-development Project News Sheet 3.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Curriculum Development; Developed Nations; *Educational Certificates; Evaluation Criteria; Foreign Countries; High School Equivalency Programs; *Standards
IDENTIFIERS- *Australia; *Certificates of General Educ Adults (Australia)

This paper reports on the progress of a project to redevelop the Certificates in General Education for Adults (CGEA) in Australia. It describes the progress to date and the expected next steps, and it lists 10 Accreditation Principles that must be met for a curriculum to be approved. Descriptions of routes for attaining the CGEA (foundation and further study) are provided. The paper also provides an update on the development of four curriculum streams: numeracy and mathematics, general curriculum options, reading and writing, and oral communications. Learning outcomes are suggested for each stream on four levels, and assessment criteria are referenced. (KC)

ED 401 384 CE 072 728

Wolf, Mary Alice

education colleges in the United Kingdom used fellowship funds to maximize their use of current information and learning technologies and make other substantial innovations to improve their flexibility, accessibility, and rates of participation. The following papers are included: "Leading from the Front--A Steering Group Perspective" (Ruth Gee); "Access Enabled?" (Alison Cox); "Widening Participation Using Telematics" (Jette Burford); "The Interactive Television Project" (Byron J. Lawson); "Managing Key Skills: A Multimedia Staff Development Package" (Paul O'Doherty); "On-line with Europe/Open Learning for Delivery of Foreign Languages and EFL (English as a Foreign Language)" (Danny Price, Judy Hargreaves); "Flexible Science: Making Science More Accessible" (Alison Roberts); "Improving Local Participation through a Flexible Curriculum Framework" (Trisha Jordan, Alison Shipton); "Multi-tracking for Resource and Curriculum Management" (Richard Hopkins); "The Fellowship Has Made a Difference...Increasing Participation to Meet Community Needs" (Caroline Miller, Sarah Rennie); "Increasing Access and Participation" (Ruth Ardon); "Access to Open Learning for Deafblind Adults" (Lynda Sharp); "Integrating Multimedia Flexible and Open Learning into the Curriculum" (Bill Lockitt); and "The Key Messages of the Fairbairn Fellowships" (Ursula Howard). (MN)

ED 401 402   CE 072 891

Gershwin, Mary Crabbe
Workplace Learning: Reports of Change from Supervisors and Learners.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Corporate Education; *Educational Benefits; Employee Attitudes; Employer Attitudes; Job Skills; *Labor Force Development; On the Job Training; Program Effectiveness; Program Evaluation; State Programs; Student Evaluation; *Workplace Literacy
IDENTIFIERS- Colorado

The Colorado workplace program completed an open-ended program evaluation that examined the following: how people involved in workplace learning change, what the shape of that change is, and what impact that change may have. It explored the perspectives of two groups closely involved in the workplace learning process: participants and their supervisors. Data were gathered from 30 supervisors in 6 companies through an open-ended questionnaire that asked them to comment on general perceptions related to training outcomes. Data from 26 learners were collected using "action cards" and "conversation logs" that learners completed in classes. According to the data, 89 percent of learners reported making specific changes in the context of the workplace. A surprisingly high frequency (47.2 percent) of learners reported at least one account of application of learning with their families or in the community. Supervisors reported that participants demonstrated improvements in three key areas: more effective communication; taking on of more responsibility; and demonstration of improved skills on the job. Data collected from learners provided support for the these findings. Another major employee theme involved improvements in attitudes about relationships and work. Analysis of supervisor data revealed that workplace learning resulted in organizational impact in four categories:

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Cross Cultural Training; Cultural Influences; Cultural Pluralism; Demography; Developed Nations; *Educational History; *Educational Philosophy; Foreign Countries; Futures (of Society); *Imperialism; *Multicultural Education; *Nationalism
IDENTIFIERS- *Japan

Modern education in Japan from 1868 to 1945 stressed "national education" in order to promote a sense of belonging to the Japanese state. The Japanese culture was thought to be superior to that of its "less advanced" East Asian neighbors, and Japanese people were encouraged to adopt a "Yamato" identity (the seat of an ancient Japanese kingdom). Foreign nationals, most of whom lived in Japan as a result of Japanese colonization, were subjected to prejudice and discrimination. After World War II, imperial Japan's national education was subjected to extensive criticism, although this criticism did not extend to the education of non-Japanese in the country. Over time, however, local governments and community leaders began initiatives to improve the situation of ethnic minorities. In 1986, Kawasaki, the third largest city in Metropolitan Tokyo, established guidelines for educating foreigners and began to support community movements for minority education. The city set up a number of "Houses for Mutual Understanding" for Korean residents that were designed to help them understand and assimilate into Japanese culture while preserving their heritage and developing friendships with people of different cultures. Since then, a number of programs of adult education have developed in Japan, emphasizing both Japanese culture and the need for a multiethnic society for the future. At present, Kawasaki is seeking a nationwide adult education network for multiethnic communities covering approximately 3,300 local governments. A 1995 conference on social education was attended by nearly 1,000 grassroots activists and university teachers. An obstacle to a multiethnic society is national pride both in the Japanese and other East Asian cultures. A contributing factor to this obstacle is the influence of Confucianism, which demands blind loyalty to the state. Some leaders are promoting an alternate philosophy of "Laoze-Changze" that promotes oneness of people with nature and deemphasizes competition among states. (KC)

ED 401 420 CE 072 911

Confessore, Gary J.; And Others
Consideration of Selected Influences on Work Place Learning.
PUB DATE- May 96
NOTE- 9p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Learning; *Educational Needs; *Educational Practices; Employer Employee Relationship; Employment Patterns; *Employment Practices; *Futures (of Society); Labor Market; *Lifelong Learning; *On the Job Training

Several factors influence learning as it occurs in the workplace and in other settings where learning is undertaken for the expressed purpose of acquiring or improving competencies that will be used in the workplace. Over the past decade, the nature

Die Makers
IDENTIFIERS- *Moldmaking

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational speciality areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the mold making specialty area. (A mold maker is a high-level craftsperson who is responsible for the planning, layout, set-up, and operation of hand and machine tools to perform machining operations necessary to produce a workpiece to fine and precise engineering standards.) This volume is organized in the following sections: (1) a profile of Texas State Technical College, the development center that produced these standards and curriculum; (2) a mold maker competency profile of job duties and tasks; (3) a mold maker duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Machine Tool Practices (MTP) I; Drafting Principles; MTP II; Application Software; Introduction to Plastics; Survey of Welding Processes and Applications; Safety and Accident Prevention; Engineering Materials; Computer Assisted Design/Manufacturing (CAD/CAM) I; Mold Making I; Statics; Composites; Introduction to Computer Drafting; CAD/CAM II; Mold Making II; Strength of Materials; CAD/CAM III; Mold Making III; Mold Design and Maintenance; and Engineering Technology Project. Each course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. An appendix contains industry competency profiles. (KC)

ED 401 436   CE 072 929

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 6: Welding, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 209p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blueprints; Computer Assisted Manufacturing; Course Content; Curriculum Development; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; Machinery Industry; *Machine Tools; Manufacturing Industry; Metal Working; Postsecondary Education; Secondary Education; *Standards; Teaching Methods; *Welding

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty remained in the survey sample through 1991. Hours worked by respondents during the week prior to the survey date in their sophomore, junior, and senior years of high school were analyzed in relation to employment consequences 6-9 years after their scheduled data of graduation. A regression analysis was performed that controlled for standard demographic variables and potentially important characteristics (including respondent's school attitudes, smoking/drug use, religion, and family's ethnic/educational/income characteristics). No harmful effects of employment during high school were discovered; rather, students employed during their senior year earned 20% more annually and 10% higher hourly wages 6-9 years after high school graduation than did students not employed during high school. The favorable effects of low to moderate amounts of employment in the senior year persisted after controlling for a comprehensive set of background characteristics. Although the analysis does point to a negative relationship between senior year employment and educational attainment, the predicted effect is extremely small--working 20 hours per week was associated with a reduction in schooling of less than 2 months. (Fourteen tables and 43 references are included. Appended are three tables detailing sample characteristics and regression estimates.) (MN)

ED 401 451   CE 072 958

Cini, Marie A.; Fritz, Janie M. Harden
Predicting Commitment in Adult and Traditional-Age Students: Applying Rusbult's Investment Model to the Study of Retention.
PUB DATE- Jun 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Adult Students; Higher Education; Models; *Nontraditional Students; *Predictor Variables; *Psychological Characteristics; *School Attitudes; School Holding Power
IDENTIFIERS- *Commitment; Rusbult (C E)

Rusbult's Investment Model, a theoretical model of commitment based on notions of social exchange and interdependence theory, was used to predict college commitment in traditional-age and adult college students. A questionnaire assessing rewards, costs, investments, alternatives, and commitment to college was administered to 216 traditional-age students (83 males and 133 females) who attended regular weekday classes at a midsized private university in the Northeast and 204 adult students (77 males and 127 females) enrolled in a Saturday College program designed for older adults wishing to complete their baccalaureate degree by attending Saturday classes. Rewards, investments of time and money, and investments represented by potential losses upon leaving proved to be significant predictors of commitment for traditional-age students. Rewards, investments represented by potential losses upon leaving, and few perceived acceptable alternatives were determined to be significant predictors of commitment for adult students. Costs did not affect commitment for either traditional-age or adult students. It was concluded that increasing traditional-age and adult students' commitment to their college may require policies and procedures developed in consideration for the differences between the two age groups. (Contains 31 references.) (MN)

ED 401 452   CE 072 960

scale that stressed social, physical, and behavioral factors associated with aging; and a mixture of likert-type free-format, and open-ended questions to gather outcome information. Responses were received from 81 elementary, junior high, and high school students who completed both and initial survey and one following participation in intergenerational activities. Also, more limited information about how the project affected the older adult participants was gathered through a survey of 23 women and 4 men. The project had the following effects: it made a significant and positive change in the way they perceived older adults; it improved significantly junior and senior high school students' enjoyment of time spent with older adults; and it increased students' perception of what age is "old." Changes in student attitudes appeared to result from the project and not from previous relationships with older adults. Over the course of the project, students' perceptions of older persons' wisdom became a much better predictor of how much the students enjoyed being with the older adults. Following participation in intergenerational activities, students rated older adults as more active, stronger, friendlier, and less boring than they did prior to the activities. As a result of their participation in the project the elders gained improved images of schools and students. They also voiced more hope for the future. (Appendixes include 14 tables and questionnaires.) (YLB)

ED 401 469   CE 073 008

Cordova, Pedro; And Others
Teachers and Trainers in Vocational Training. Volume 1: Germany, Spain, France and the United Kingdom.
PUB DATE- 95
NOTE- 195p.; For volume 2, see CE 073 009.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Curriculum; Degree Requirements; Educational Opportunities; Educational Practices; Employment Qualifications; Foreign Countries; Inservice Teacher Education; Nursing Education; Organizational Development; Postsecondary Education; Professional Associations; *Professional Development; *Secondary School Teachers; Summer Programs; *Teacher Improvement; *Trainers; *Vocational Education; *Vocational Education Teachers; Youth Programs
IDENTIFIERS- *Europe; France; Germany; National Vocational Qualifications (England); Spain; United Kingdom

This book describes the initial and continuing professional development of the various teachers and trainers involved in initial vocational training for youth in Germany, Spain, France, and the United Kingdom. The book contains separate, but similarly formatted, sections for each country. The following topics are discussed in all four country reports: initial vocational training (general features of the country's education system, initial vocational training, legal foundation of vocational training, occupational fields, examinations); trainers and teachers in initial vocational training; regulations for the training of teachers and trainers; training programs for trainers at the national level; training paths leading to the occupation of trainer; continuing training for trainers and teachers; and organizations and institutions. Among the country-specific topics examined in the individual country reports are the following: differences between the roles and professional development of teachers and trainers in Germany's dual system and in its full-time vocational schools;

process; and (8) the schools were less effective in integrating the school-based portion of the program with the work-based portion through training agreements and training plans. The study cautioned that most of the youth apprenticeship programs in Georgia have been in operation for less than 2 years and it may be too early to draw conclusions about employer involvement, but that more research on these issues should be conducted in the future. (KC)

ED 401 486   CE 073 050

Bourque, Blair B.; And Others
A National Survey of Aftercare Provisions for Boot Camp Graduates. National Institute of Justice Research Brief.
PUB DATE- May 96
NOTE- 17p.; For a related document, see CE 073 051.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correctional Institutions; *Correctional Rehabilitation; *Juvenile Justice; *Probationary Period; Recidivism; Secondary Education; Transitional Programs; Youth Problems; Youth Programs
IDENTIFIERS- *Jail Boot Camps

A study used a three-tiered process to identify the range of available aftercare programming in 52 correctional boot camps. The process included a telephone survey, creation of boot camp and aftercare program summaries, and site visits. Existing research indicated that boot camps were not necessarily lowering rates of recidivism, but this situation could result from shortcomings in aftercare programs for boot camp graduates. Findings indicated the following: 13 boot camps had specialized aftercare programs; 18 had no special requirements; and 21 had a specified aftercare regimen, sometimes with specific aspects for boot camp graduates. Specialized care was limited by structural and statutory constraints. Sparsely populated states may have too few boot camp graduates in one location to maintain a specialized program. For the majority of boot camps, integration of the boot camp experience and aftercare consisted of joint participation in prerelease planning. Most released from boot camp were placed on intensive probation/parole in their communities; emphasis was on intensive supervision rather than intensive services. Six programs required time in a residential transitional program and a few others offered transitional programing to certain types of offenders. Few programs had developed structures for monitoring and evaluating boot camp graduates in aftercare. (Nineteen notes, including some references, are appended.) (YLB)

ED 401 487   CE 073 051

Bourque, Blair B.; And Others
Boot Camps for Juvenile Offenders: An Implementation Evaluation of Three Demonstration Programs. National Institute of Justice Research Brief.
PUB DATE- May 96
NOTE- 13p.; For a related document, see CE 073 050.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correctional Institutions; *Correctional Rehabilitation; *Demonstration Programs; *Juvenile Justice; Probationary Period; Program Implementation; Recidivism; Secondary Education; Transitional Programs; Youth Problems;

outlines a constructivist career counseling perspective. This perspective is based on the following concepts: there are multiple realities and no single "God's eye" view of reality; humans are "self-organizing" entities and each person's life is a story, or set of stories; individuals "construct" their own selves through the interpretations they make and the actions they take; each self has several voices ("polyphonic"), such as the voice of health and well being and the voice of intimacy; people are "meaning-makers" using language and actions to make meaning out of daily activities; and people require reflection of their daily decisions to become empowered. Therefore, constructivist career counseling is a general method of life planning. It presents the counselor and client as allies, it uses receptive inquiry so that the client feels simultaneously safe and challenged, it helps clients recognize patterns of influence which shape their thinking, and it emphasizes the importance of life experience, the creation of new categories of interpreting experience, and creating meaning through activity. It rejects a reductionist and partial view of personality and social life. (RJM)

ED 401 505   CG 027 029

Hoskins, Marie
Constructivist Approaches for Career Counselors. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Awareness; *Career Counseling; *Career Development; Career Guidance; *Careers; Cognitive Development; Concept Formation; *Constructivism (Learning); *Counseling Techniques; Counseling Theories; Foreign Countries; *Individual Development; Individual Psychology; Models; Social Development; Vocational Interests
IDENTIFIERS- Canada; Career Construct; ERIC Digests; Life Meaning; *Life Planning; Narrative Inquiry

A constructivist framework can often appear vague and abstract to the novice counselor. The abstract and nebulous realm of meaning-making, which is central to constructivist approaches, can be frustrating for a linear, task-oriented counselor. This digest explains the approaches used in constructivist counseling. The need to use constructivist counseling arose from the belief that youth did not feel empowered or motivated to put their career information to use. It was concluded that a counseling approach which empowers clients to adopt proactive, mindful stances about their worklife, needed to be developed. So the critical reflection approach focuses on helping clients understand how their self-organizing principles shape their world view and influence and direct the choices they make. Ways in understanding these principles include helping clients understand how they interpret the events of their lives in the pursuit of meaning. Likewise, counselors must help clients create stories or narratives using devices such as metaphor and critical reflection. Such stories will enhance self-knowledge and enable the client to assess life positions. Counselors also must take care to instill in clients a sense of power. Many times counselors simply "test them" and "tell them," thus disempowering clients by diminishing their ability to choose. (RJM)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attention Deficit Disorders; *Dyslexia; Elementary Education; *High Risk Students; *Labeling (of Persons); *Language Usage; *Literacy; Reading Difficulties; Writing Difficulties
IDENTIFIERS- Hypoglycemia

The claims for the huge numbers of students suffering from the "latest scams" in literacy education--learning disability, dyslexia, attention deficit disorder, at risk, and hypoglycemia--are driven by political, economic, and social profits with minimal concern for children. While such problems exist, the phrases used to describe these conditions are often overused. The failure to learn to read has been reconceptualized as a problem of disability rather than socio-economic disadvantage. "Dyslexia" is often overused to describe a wide range of learning problems. Millions of children with a little too much energy have been labelled with attention deficit disorder, a strange "disease" for which there is no medical test. "At risk" is another overused term that has been used to pathologize what was once considered the normal range of behavior of boys. Parents are sometimes told that their children have a reading problem because they have hypoglycemia, an abnormal decrease of sugar in the blood. It is through this "loose" use of language that educators encourage the notion that failure to read and write is a physical disability rather than an academic or socioeconomic disadvantage. Nearly every child with a reading or writing problem has been "messed up" by the school or home, but nearly all of these children can be helped in the classroom. Educators must stop using words and phrases that are meaningless and nothing more than Doublespeak. (RS)

ED 401 525 CS 012 648

Vieiro, Pilar Iglesias
The Inferential Operations of Preschool and Primary Education Children during Narrative Texts Comprehension.
PUB DATE- Sep 96
NOTE- 10p.; Paper presented at the Annual European Early Childhood Education Conference (6th, Lisbon, Portugal, September 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Developmental Stages; Early Childhood Education; Elementary School Students; Foreign Countries; *Inferences; Preschool Children; *Reading Comprehension; *Reading Processes; Reading Research
IDENTIFIERS- *Narrative Text; Text Factors

A study examined the effects of age upon the amount and kind of explicit information in oral summary tasks of preschool and third-grade children. Findings show an important developmental change in the use and in the type of inferential operations. Preschool children used fewer connectors and were not as able to preserve the original order of propositions in the text compared to third graders. On the contrary, third-grade children showed the tendency to include most of the explicit information and they generated more textual inferred information, they were able to find the textual cues necessary for the retrieval of the elaborative information from long-term memory. Results also indicated that both groups may infer causal links between events and actions of a story in response to general task demands, and that they were able to know that learning. For example, of the 112 students taught, one seventh-grade student with a fifth- or sixth-grade level vocabulary increased the number of words in his essays by 5 times, average number of sentences by 3 times, and average length of sentence by more than 2 times, over 4 months. A ninth-grade student also showed improvements, including moving from less than grade 4 level work to grade 6-7 level. (Contains 2 tables of data and 13 references.) (CR)

ED 401 544 CS 215 548

Spoelman, Linda; Thomas, Katherine
Globalizing the English Curriculum through Caribbean Literature.
PUB DATE- 11 Oct 96
NOTE- 11p.; Paper presented at the HBCU Faculty Development Symposium (Memphis, TN, October 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colonialism; Cultural Context; Educational Attitudes; *English Curriculum; Foreign Countries; Global Approach; Higher Education; Literary Styles
IDENTIFIERS- *Caribbean Literature; *Contact Literature; Diversity (Student)

Although Caribbean (English) writers hold differing views on the effectiveness of making connections in an area of so much diversity, Caribbean literature can be connected to the English curriculum to promote diversity and understanding. V. S. Naipaul, Nobel Prize winning author from the region, presents a pessimistic view of Caribbean society in his novel "Guerrillas." Several Caribbean authors present the educational system as a force for disconnection, a colonial legacy that alienates people from their families and their islands. Caribbean writers speak directly to students from marginalized populations who find themselves pressured to adopt values at odds with those of home and community. Several women authors of the Caribbean see in the diversity of the region an opportunity for connection. One contribution of African women to issues of identity and connection in the Caribbean is the "obeah" woman who can curse and undo curses, the healer who can transform society. Caribbean women writers lay claim to this powerful woman and they present characters who hold society together, who heal the hurts, who embrace the known and unknown, the similar and the different. (RS)

ED 401 545 CS 215 552

Elbow, Peter
Getting Along without Grades--And Getting Along with Them Too.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Evaluation Criteria; *Evaluation Methods; Feedback; *Grading; Higher Education; Informal Assessment; *Student Evaluation; Teacher Student Relationship; Writing (Composition); *Writing Evaluation; *Writing Instruction

Seeking" (Valerie Barker and David Dozier). Individual papers contain references. (RS)

ED 401 563 CS 215 571

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). International Communications Division.
PUB DATE- Aug 96
NOTE- 441p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Agenda Setting; Anti Semitism; Case Studies; Content Analysis; *Development Communication; *Foreign Countries; Global Approach; Ideology; Journalism Research; Models; Newspapers; *Privatization; Publishing Industry; Telecommunications; World Wide Web
IDENTIFIERS- *Media Coverage; New York Times; Washington Post

The international communications section of the Proceedings contains the following 14 papers: "Spinning Stories: Latin America and the World Wide Web" (Eliza Tanner); "Private-Enterprise Broadcasting and Accelerating Dependency: Case Studies from Nigeria and Uganda" (Folu Folarin Ogundimu); "The Transitional Media System of Post-Communist Bulgaria" (Ekaterina Ognianova); "Comparing Canadian and U.S. Press Coverage of the Gulf Crisis: The Effects of Ideology in an International Context" (James E. Mollenkopf and Nancy Brendlinger); "Privatization in Indian Telecommunications: A Pragmatic Solution to Socialist Inertia" (Divya C. McMillin); "'Caribscope'--A Forum for Development News?" (Lisa A. McClean); "Ideology and Market: The Political Economy of Russian Media Industry" (Soobum Lee); "The Construction of Cuba in 'The New York Times' and 'The Washington Post'" (William M. Kunz and Alan G. Stavitsky); "Globalization of Mass Communications in the West and East Asia: Towards a New East Asian Model of Mass Communications" (Min Soo Kim); "Agenda Setting in Japan: A Framework for Studying the Media and Politics" (Beverly Horvit); "Japanese and American Coverage of the 50th Anniversary of World War II: Different Stories for Different Audiences" (Koji Fuse and James E. Mueller); "David and Godzilla: Anti-Semitism and 'Seppuku' in Japanese Publishing" (Tom Brislin); "Burma or Myanmar? Determinants of Country-Name Usage by International Newspapers and News Agencies" (Carolyn J. Davis); and "The Impact of Cultural and Market Distance on International Advertising: A Content Analysis of Ad Appeals in Ads from US, Japan and Korea" (Yoo-Kyung Kim and Hao-chieh Chang). Individual papers contain references. (RS)

ED 401 564 CS 215 572

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Communication Theory and Methodology Division.
PUB DATE- Aug 96
NOTE- 652p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audience Analysis; Censorship; Democracy; Headlines;

this book addresses training as one of the most effective ways to learn the new skills and knowledge needed for the future. The book sees opportunities for outstanding trainers as immense. And to answer the question of what makes outstanding trainers, the book offers NLP (Neurolinguistic Programming) modeling skills. According to the book, NLP is a form of generative learning--i.e., learning to learn--and NLP gives an individual the knowledge and skills to learn faster and to teach others to learn faster and better. The book focuses on (1) discovering how the skills of top trainers can work for any person; (2) communicating at different psychological levels simultaneously; (3) learning to improve presentation skills; (4) enhancing self confidence; (5) turning difficult questions to personal advantage; (6) designing and evaluating more effective training; and (7) increasing personal influence on training strategy. (NKA)

ED 401 581 CS 509 374

Boyle, Virginia A., Comp.
Facets Non-Violent, Non-Sexist Children's Video Guide.
PUB DATE- 96
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Animation; *Childhood Interests; *Cultural Differences; Early Childhood Education; Elementary Education; Fairy Tales; *Films; Multicultural Education; *Sex Fairness; Sex Role; *Videotape Recordings; Violence
IDENTIFIERS- Music Videos

Helping parents, teachers, and librarians choose the best non-violent, non-sexist videos for children, this book presents brief descriptions of more than 800 videos (for children up to 12 years old) that were selected (out of more than 2500 screened) for their life-affirming content, cultural diversity, and lack of violence and sexism. Each film in the book is indexed by recommended age level and by subject matter, as well as by title. Films and videos in the book include animation, fairy tales, feature films, music videos, mysteries, comedies, biographies, birthday videos, and activity tapes. Many films are award-winners. Boys and girls are depicted in positive ways, and in many of the videos, girls play central roles. In addition, films in the book are noteworthy for presenting peaceful alternatives to the resolution of conflicts. Dozens of the videos in the book are especially suited for toddlers. (RS)

ED 401 582 CS 509 375

Martinson, David L.
The Ethical Challenge for Advertisers: To Do the Right, Not "Just" Know It!
PUB DATE- Aug 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Ethical Instruction; *Ethics; Higher Education; Mass Media Role; Persuasive Discourse; Student Development; Student Motivation; *Theory Practice Relationship
IDENTIFIERS- *Advertising Education

conditions in which the process of school improvement is nested; (3) learning to study the learning environment will increase inquiry into ways of helping students learn better; (4) connecting the faculty to the knowledge base on teaching and learning will generate more successful initiatives; (5) staff development will provide synergy and result in initiatives that have greater student effects; and (6) working in small groups will increase the sense of belonging among faculty members. Thirty-one tables are included. (Contains 134 references.) (LMI)

ED 401 601 EA 028 028

Introducing Goals 2000: A World-Class Education for Every Child.
PUB DATE- 96
NOTE- 9p.; An 8-panel foldout format, with significant text on only 4 panels.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accountability; *Educational Change; *Educational Improvement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Partnerships in Education; Performance; *Standards
IDENTIFIERS- *Goals 2000

This brief pamphlet provides an overview of the need for national educational objectives and describes how Goals 2000 will combat problems in education through locally based school-reform and improvement efforts. Goals 2000 is intended to help develop and implement higher academic standards; give schools and communities the tools and flexibility to meet those standards; create educational partnerships; encourage parent involvement; strengthen and improve teacher training; improve the assessment of student performance; and provide seed capital to schools, districts, and states. The pamphlet highlights implications of Goals 2000 for various stakeholders--students, parents, teachers, educators, state leaders, business, and labor. A U.S. Department of Education toll-free telephone number for more information in included. (LMI)

ED 401 602 EA 028 029

SMART Plan. Statewide Management of Automated Record Transfer: A Plan To Automate and Transfer Student Records Statewide.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computers; *Database Management Systems; Data Collection; Educationalchange; Educational Improvement; Elementary Secondary Education; Information Dissemination; Information Storage; *Information Transfer; Management Information Systems; Recordkeeping; *Student Records
IDENTIFIERS- *Goals 2000

As of 1993, Nevada had no systems for statewide automation and transfer of student records. This guide book presents findings of a collaborative study, conducted by the Nevada Department of Education and local school districts, that explored the need for and feasibility of developing a statewide system for automating and transferring student records. Data were gathered transformation to a quality culture. The following three sections describe awareness, alignment, and refinement/improvement, which are the three stages in the district's change process. Each section includes relevant examples of best practices at selected school sites. Section 5 provides examples of Baldrige-based integrated system components that have been implemented or are in the process of being implemented. The sixth section outlines the seven areas of the Baldrige criteria and discusses their application. It also describes the Superintendent's Quality Challenge, an organizational self-assessment and recognition process using the Malcolm Baldrige National Quality Award criteria, and provides an example of a hypothetical school that meets the Baldrige criteria. Appendices contain a copy of the Superintendent's Quality Challenge questionnaire, a sample quality continuum, and quality challenge criteria. The handbook includes charts, worksheets, a glossary, and ordering information for this and other SouthEastern Regional Vision for Education (SERVE) publications. (Contains 80 references.) (LMI)

ED 401 621 EA 028 056

Apple, Michael W.
Cultural Politics and Education. The John Dewey Lecture Series.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; *Conservatism; *Critical Theory; Elementary Secondary Education; Equal Education; Feminism; Free Enterprise System; Higher Education; Ideology; Justice; Liberalism; National Curriculum; *Politics of Education; Poverty; *Power Structure; Social Stratification; *Social Structure; Socioeconomic Influences

As the conservative restoration movement gains power in the educational arena, public schooling itself has come under attack. This book analyzes current educational debates and critiques the rightist proposals for change. Chapter 1 serves as an introduction to cultural politics and education, and addresses hegemonic cultures. Chapter 2 examines the most significant proposals for educational "reform" that have come from the neoliberal and neoconservative alliance. The chapter's major focus is on proposals for a national curriculum and a program of national testing. It argues that one of the perverse effects of a national curriculum will be to legitimize inequality. Chapter 3 analyzes conservative ideological positions and how they threaten schools. However, the chapter also demonstrates how the bureaucratic structures and responses of schools sometimes actually create the conditions under which right-wing movements grow and thrive. It incorporates new-Gramscian, postmodern, and poststructural traditions. The fourth chapter examines the social construction of dropping out as a problem and situates it within the real economy. It presents students' accounts of their educational experiences and encounters with the realities of the free-market economy. Chapter 5 presents a conclusion to the work. An index is included. (Contains 145 references.) (LMI)

ED 401 622 EA 028 057

Fullan, Michael; Hargreaves, Andy
What's Worth Fighting for in Your School? Revised Edition.

November 10-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; *Educational Improvement; *Educational Objectives; Educational Planning; Elementary Education; Institutional Mission; *Long Range Planning; Master Plans; Staff Development; *Teacher Workshops

Kilby Laboratory School is affiliated with the University of North Alabama, under the direction of the Dean of the School of Education. The school includes a preschool and K-6 program. This paper describes how teachers and staff developed the school's improvement plan, with a focus on the staff retreat held in 1994 to outline the mission statement, develop action plans, foster commitment to work in focus-interest groups, and conduct focus-group training. The staff decided on a concerns-based adoption model, which recognizes the importance of individual involvement and development. The model is a "first-order" change directed toward improving the efficiency and effectiveness of current structures and processes without disturbing the school's basic organizational features. One figure is included. Appendices contain a sample retreat agenda and evaluation, the principles of the concerns-based adoption model, a list of participants, educational objectives, and focus-group statements. (LMI)

ED 401 641 EA 028 092

Bulach, Clete; And Others
Behaviors That Create a Caring Learning Community.
PUB DATE- Nov 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Southern Regional Council on Education Administration (Savannah, GA, November 10-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Cognitive Processes; *Educational Environment; Elementary Secondary Education; Factor Analysis; Helping Relationship; Higher Education; Interpersonal Relationship; *Teacher Behavior; Teacher Education; *Teacher Influence; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Caring

Although some research data support the view that a "caring learning community" is important to student outcomes, there is a lack of literature describing the administrative behaviors that create such a community. This paper describes findings of a study that identified the behaviors used by teachers to create a caring learning community. A survey was administered to three groups of graduate students in the Department of Educational Leadership and Foundations at the State University of West Georgia. The survey asked the graduate students to describe the behaviors they used to let students know that they care about them. The responses of the first group of students (n=116) were used to generate a list of caring behaviors. The responses of a second group of students (n=70) reduced the list from 30 to 26 behaviors. The final version of the survey was administered to a third group of students (n=99) to determine the number of factors measured by the caring behaviors and the usage frequency of the behaviors. The study identified five behavior categories that contribute to a caring school challenging behaviors. The final chapter provides a summary and conclusions. (Contains approximately 700 references.) (DB)

ED 401 658 EC 305 103

Fenichel, Emily, Ed.
A New Approach to Fostering Socio-Emotional Communication and Development in the Earliest Years of Life .
PUB DATE- Sep 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Caregiver Role; Caregiver Speech; Child Development; Child Rearing; *Communication Skills; *Emotional Development; Home Visits; Infant Care; Infants; Interpersonal Communication; *Interpersonal Competence; Language Acquisition; *Parent Child Relationship; *Parent Education; Parenting Skills; Preschool Education; Self Concept; Skill Development; Toddlers

The five articles in this newsletter theme issue focus on the development of socioemotional and communication skills in infants and toddlers through the Partners in Parenting Education (PIPE) program. The first article, "The Partners in Parenting Education Program: A New Option in Parent Education" (Perry M. Butterfield), describes the program's approach, curriculum, evaluation, dissemination, and limitations. The second article, "Thinking about Intervention and Improving Socio-Emotional Development: A Clinical Perspective and Recent Trends in Policy and Knowledge" (Robert N. Emde), discusses prevention, the Early Head Start program (for children 0-3) and early socioemotional development as a foundation for learning and morality, and the role of PIPE. Next, in "Developing a Sense of Self and Others," Sandra Pipp-Siegel and Leah Pressman discuss procedural and declarative knowledge, the emerging sense of self and normal self-development, and the PIPE curriculum for infants from 2 months to 21 months of age. Next, Lorraine F. Kubicek, in "Helping Young Children Become Competent Communicators: The Role of Relationships," reviews early emotion-based exchanges, stresses the importance of caregiver input in the language-learning environment, and shows how PIPE encourages language development. The last paper, "Supporting Emotion Regulation and Emotional Availability through Home Visitation" (JoAnn L. Robinson and Laura Glaves), explores the mutual regulatory process, how home visitors can support emotion regulation, and the integration of PIPE and the Home Visitation 2000 program. (Individual articles contain references.) (DB)

ED 401 659 EC 305 104

Directory of Qualified Interpreters for the Deaf and Hard of Hearing.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Certification; Credentials; *Deaf Interpreting; *Deafness; *Interpreters; Partial Hearing; *Qualifications; Screening Tests; State Licensing Boards; State Standards
IDENTIFIERS- Registry of Interpreters for the Deaf Inc; *Virginia

This directory lists over 200 interpreters for the deaf and hard

PUB DATE- Jul 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biographies; *Case Studies; *Education Work Relationship; Ethnography; Helping Relationship; *Holistic Approach; Individual Development; Individual Differences; *Life Events; Long Range Planning; *Mental Retardation; *Mentors; Qualitative Research; Quality of Life; Secondary Education; Transitional Programs; Young Adults

This monograph reports on an ethnographic study of the transition from school to work of 12 individuals with mental retardation. Throughout the book, examples from the lives of these individuals are used to illustrate findings and principles. The first chapter describes the methods of data collection and analysis, which focused on the relation between critical life events and the transition from school to adult life. Chapter 2 presents holistic, person-centered data about the 12 individuals, focusing on the pathways taken, the personal support systems developed, critical life events, expectations of others, and the individuals' own wishes and values. Chapter 3 introduces five skills necessary for successful mentorship in transition, including: (1) problem solving, (2) technical career planning, (3) ability to collect and assess life history information, (4) ability to analyze an individual's adult script and social network, and (5) ability to assess the individual's mediative capacities. Chapter 4 shows how these factors play out in actual lives, in discussion and evaluation of eight life histories. Stressed throughout is the importance of individual differences in planning and implementing transition goals. (Contains 65 references.) (DB)

ED 401 678 EC 305 168

Their World, 1996/1997.
PUB DATE- 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; Attribution Theory; Child Rearing; *Creativity; *Educational Practices; Elementary Secondary Education; Emotional Development; Inclusive Schools; Language Arts; *Learning Disabilities; *Parent Attitudes; Personal Narratives; *Student Experience; Student Needs; Teaching Methods; Teaching Models

The 26 articles in this annual on learning disabilities (LD) are organized into the following categories: research articles, educator resources, educational practices, creativity, professional insights, the LD experience of youth and adults, explaining LD to a child, and parents' trials and tribulations. The articles are: "National Institute of Child Health and Human Development Research Program in Learning Disabilities" (G. Reid Lyon and Duane Alexander); "Getting Research into the Classroom" (Donald Deshler and Jean B. Schumaker); "Building Bridges: The Parents' Educational Resource Center (PERC) Spans Gaps in Knowledge of LD" (Alexa Cortes Culwell); "The Challenge of Inclusionary Education: A Collaborative Model" (Angela M. Wilkins); "Systematic Language" (Jane Fell Greene); "Teaching Tolerance" (Harriet Arnold); "On Teaching Shakespeare to Students with LD" (Terry D. Cowgill); "Succeeding through the Arts" (Sally Smith); "Art and Music as Stress Busters for LD in the areas of curriculum, assessment, accountability, teacher preparation and professional development, finance, and governance. Chapter 3 examines how the special education community has and has not been involved in the new education reform movement, detailing its involvement in each of the areas listed above. Finally, Chapter 4 considers the implications of new education standards for the variety of children in the nation's schools. (Contains 17 references.) (DB)

ED 401 696 EC 305 189

McLaughlin, Margaret J.; And Others
Charter Schools and Students with Disabilities. Issue Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Charter Schools; Compliance (Legal); Delivery Systems; *Disabilities; Educational Finance; Educational Policy; *Educational Practices; Elementary Secondary Education; *Legal Responsibility; Regular and Special Education Relationship; School Funds; School Policy; *School Responsibility; *Special Education; Student Participation
IDENTIFIERS- *Colorado

This report analyzes how charter schools handle the education of students with disabilities, with a focus on charter schools in Colorado. It first defines charter schools and notes ambiguities in the legal responsibilities of charter schools and/or their host school districts regarding students with disabilities. The Colorado information is based on a survey of 19 of the state's 24 operating charter schools, reviews of the contracts between 10 charter schools and their sponsoring districts, interviews with key state administrators and charter school advocates, and site visits and interviews in four charter schools representing three school districts. The report provides an analysis of issues concerning: (1) curriculum and instruction; (2) charter schools' fiscal constraints; (3) charter school management; (4) the importance of community and parent involvement; (5) services for students with disabilities; and (6) fiscal and programmatic support for special education. The report raises several concerns about the inclusion of students with disabilities in charter schools. These are: student access to charter schools; funding; and familiarity of charter school personnel with special education law and requirements. The report also raises the question of whether charter schools differ substantially from public schools in their provision of special education services. (Contains 44 references.) (DB)

ED 401 697 EC 305 198

The Conciliation Project Videotape .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 96
NOTE- For related documents, see EC 305 199-200.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Conflict Resolution; *Disabilities; Elementary

included 7 hours weekly of academic language, world geography, and research skills instruction in Vietnamese and 15-20 hours of content-based English-as-a-Second-Language instruction in a range of secondary school subjects. Topics and processes used were to be parallel in English and Vietnamese to the extent possible. Data on the program's effectiveness were gathered in student and teacher interviews, classroom observation, and student portfolios. Conclusions concerning student attitudinal outcomes and conceptual development, team teaching, parent involvement, subtractive and additive bilingualism, the role of receiver schools, program design, and teaching techniques are drawn and recommendations made for adoption or adaptation of the approach by other secondary schools. (MSE)

ED 401 717 FL 024 027

Fleming, Berkeley, Ed.; Whitla, Margaret, Ed.
So You Want Your Child To Learn French! Second Revised Edition.
PUB DATE- 90
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Bilingualism; Class Activities; Classroom Techniques; Educational Objectives; Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; Language Role; Language Skills; Language Teachers; Learning Disabilities; Music Activities; Parent Associations; *Parent Attitudes; *Parent Influence; Public Speaking; Second Language Learning; Second Language Programs; *Second Languages; Teacher Education
IDENTIFIERS- *Canada; Canadian Parents for French ON; French Language Schools; Manitoba; Saskatchewan

This collection of essays on early French second language instruction includes: "Why Bilingualism?" (Steven MacKinnon); "French Second-Language Programs: Alternative Approaches" (Henry P. Edwards); "Core French: A Brighter Future" (Janet Poyen, Judy Gibson); "The Parents' Role" (Deborah Whale); "Franco Fun" (Elaine Isabelle); "Learning French Through Music" (Suzanne Pinel); "The Point of View of a Francophone Outside Quebec" (Jacqueline Neatby); "Preschoolers Enjoy Learning French Too!" (Deanna Cazes); "The Young Child's View of Starting French Immersion" (Sandra Weber, Claudette Tardif); "Secondary Immersion: A Manitoba Solution" (Linda Asper); "Three Basic Questions About French Immersion: Research Findings" (Merrill Swain); "The Hidden Handicap: French Immersion and Children with Learning Disabilities" (Wendy J. Burnett); The Academic, Intellectual, and Linguistic Benefits of Bilingualism" (Jim Cummins); "Beyond Bilingualism: Sociocultural Studies of Immersion" (Fred Genesee); "Administrative Challenges of Early French Immersion" (W. R. McGillivray); "Immersion Teacher Education: The Making of a Professional" (Pierre Calve); "Beyond the Classroom in Rural Saskatchewan" (Laura Van Loon, Marjorie Scharf); "In the Footsteps of Demosthenes 'en francais: le Festival national d'art oratoire'" (Hildi Konok); and "Canadian Parents for French" (Kathryn Manzer). (MSE)

ED 401 718 FL 024 088

McGillivray, W. Russ, Ed.
More French, s'il vous plait!
PUB DATE- 85
NOTE- 136p.

topical instructional units consisting of brief dialogues with English translation, cultural and grammar notes, and exercises. Unit topics are daily living skills, daily activities, and common interpersonal interactions, including: greetings; introductions; location and directions; time; family; celebration; giving and receiving assistance; shopping; health; description; getting and giving information; explaining; conflict; expressing wishes and intentions; idioms; and proverbs. (MSE)

ED 401 740   FL 024 231

McCabe, Michael; Fafaran, Keita, Ed.
La Ruralisation de l'enseignement fondamental au Mali: Des techniques et des activites pratiques (Ruralization of Basic Education in Mali: Practical Techniques and Activities).
PUB DATE- Sep 90
NOTE- 115p.
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Basic Skills; Class Activities; Classroom Techniques; Cultural Education; *Daily Living Skills; Educational Strategies; Foreign Countries; French; *Relevance (Education); *Rural Education; Theory Practice Relationship; Volunteer Training
IDENTIFIERS- *Mali; *Peace Corps

This instructional guide is designed for use by Peace Corps volunteers in teaching basic skills to rural residents of Mali through practical activities on school grounds. Four instructional units provide background information, definitions, illustrated descriptions of procedures, data tables, and suggested exercises for teaching in these areas: nutrition; cultivation of a vegetable garden and food drying; crop cultivation; animal raising, and orchard culture. The activities are both instructional and income-producing. Contains 11 references. (MSE)

ED 401 741   FL 024 234

Moroccan Arabic: A Competency Based Curriculum, Beginning & Intermediate Students.
PUB DATE- 96
NOTE- 212p.
LANGUAGE- Arabic; English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; *Arabic; Behavioral Objectives; Competency Based Education; Conversational Language Courses; *Cultural Awareness; Cultural Education; Daily Living Skills; Foreign Countries; Grammar; *Interpersonal Communication; Introductory Courses; Language Patterns; Language Variation; Phonology; Pronunciation Instruction; *Regional Dialects; Second Languages; Sociocultural Patterns; Uncommonly Taught Languages; Vocabulary Development; Written Language
IDENTIFIERS- *Arabic (Moroccan); Morocco; *Peace Corps

The textbook in introductory and intermediate Moroccan Arabic is designed for the language and cultural training of Peace Corps volunteers in Morocco and is intended for both teacher and student use. The contents and design are based on a competency-

Bajao, Elpie; Thomas, Dicks
Tokpisin Grammar Workbook for English Speakers. A Practical Approach to Learning the Sentence Structure of Melanesian Pidgin (or Tokpisin).
PUB DATE- Aug 91
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Foreign Countries; *Grammar; *Language Patterns; Language Usage; Negative Forms (Language); *Pidgins; Pronouns; Second Language Instruction; Second Languages; *Sentence Combining; *Sentence Structure; Syntax; Uncommonly Taught Languages; Verbs; Vocabulary Development; Voluntary Agencies; Volunteer Training; Workbooks
IDENTIFIERS- Melanesia; Peace Corps; Questions; Requests; *Tok Pisin

The workbook is designed for teaching Melanesian Pidgin English (Tokpisin) sentence structure to Peace Corps volunteers. It addresses sentence structures that are common to most languages, and uses listening, speaking, translation, and other grammar drills and exercises to reinforce learning. The approach used assumes that a native speaker is available to assist the learner. Each lesson includes a pre-test, a new text, notes on sentence patterns and grammatical features, reading comprehension exercises, vocabulary exercises using a variety of techniques (direct translation, synonyms and antonyms, pointing, gestures, pictures, dictionary), listening comprehension practice, questions-and-answer exercises, summary recall, and a post-test. Lesson topics include: descriptive sentences; information questions; pronouns; commands/requests; use of intransitive verbs; use of transitive verbs; reflexive sentence structures; equative or classification sentences; possessive; locatives; negation; linking simple sentences; forming more complex sentences; combining sentences by embedding; and including quotations. A vocabulary list and answer key are appended. (MSE)

ED 401 762 FL 024 261

Amraa, J.; And Others
Mongol Language Competencies for Peace Corps Volunteers in Mongolia. Second Revised Edition.
PUB DATE- Apr 93
NOTE- 202p.; Cover title: Mongol Language Book.
LANGUAGE- English; Mongolian
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; Classroom Communication; Community Services; *Daily Living Skills; Dialogs (Language); Education; Employment; English; Family (Sociological Unit); Foreign Countries; Glossaries; Grammar; Health Services; *Interpersonal Communication; *Language Patterns; Language Usage; *Mongolian; Second Language Instruction; *Second Languages; Telecommunications; Transportation; Uncommonly Taught Languages; Vocabulary Development; Voluntary Agencies; Volunteer Training; Weather
IDENTIFIERS- Mongolia; Peace Corps

The textbook for Mongolian is designed for the language training of Peace Corps volunteers serving in Mongolia, and intended for use with an instructor. Each lesson is based on a specific

Groups; *Religious Education; *Religious Organizations; Role of Education; State Church Separation; *Theological Education
IDENTIFIERS- *Russia; Russian Education; Russian Orthodox Church; *Ukraine; USSR

This book seeks to assess how, after 70 years of hostility and restriction in the former Soviet Union, religion could be made accessible to students and to young men training for the priesthood. A study of religious and theological education in Russia and the Ukraine is reported in which over 50 institutions were visited, including independent teaching institutions, state institutions of higher education offering religious studies, theological educational institutions of the Russian Orthodox Church, and two Non-Orthodox communities in the Ukraine. The following issues are raised: the possibility of teaching people to assess religious values and their impact; the role of religion in a predominantly secular society; and the role of religious education in such a society. Many differences between religious institutions in Russia and the Ukraine and those in the West are identified, including much variation in course content and teaching approaches. Also noted are the many pressures and institutional constraints which surround the study of religion, especially in state institutions. The book concludes that the republics of the former Soviet Union are not experiencing a religious renaissance, and that social pressures will continue to make sound religious and theological teaching difficult. (CH)

ED 401 782 HE 029 627

Students in Transition. Coming and Going: Transitions along the Collegiate Journey. Conference Proceedings (2nd, San Antonio, Texas, October 23-26, 1996).
SPONS. AGENCY- South Carolina Univ., Columbia. National Resource Center for the Freshman Year Experience and Students in Transition.; Texas Higher Education Coordinating Board, Austin.
PUB DATE- Oct 96
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; College Freshmen; College Seniors; Distance Education; *Educational Counseling; Educational Strategies; *Education Work Relationship; Higher Education; *Learning Strategies; Transfer Programs; *Transfer Students; *Transitional Programs

This compendium of abstracts of papers presented at a conference on student transition concentrates on three major student transitions: freshman, transfer, and senior. Each abstract provides a succinct statement of the paper as well as name and contact information of the presenter. Included among the 67 titles are the following: "Personal, Educational, and Employment Characteristics of Adult Learners," (Stephen P. Hundley); "Native American Indians and the Western Tradition: A Learning Community," (Linda J. Palumbo and Ana Torres-Bower); "Stress Management: A Survival Course for the Transitional Student," (Denise L.W. Simmons); "Navigating the Academic Experience: Transition Issues for Adults and Students of Color," (Darryl E. Jones and Yolanda Hart); "Distance Learning: Is it the Next Best Thing to Being There?" (Melodie Phillips and Jeff S. Allbritten); "To Set Souls Free: Resurrecting Values at the Core of the Curriculum," (Jeffrey Gordon); "Coming of Age in America: The Third World Grows Up on U.S. Campuses," (Lily Maestas); "Students Mentoring Students: A Transition Program for Freshmen and Transfer Women in Science

DESCRIPTORS- Acceleration (Education); Bachelors Degrees; College Credits; *Degree Requirements; Educational Finance; Financial Policy; Higher Education; Program Improvement; Required Courses; State Action; State Standards; *Time Factors (Learning)
IDENTIFIERS- *Texas; *Time to Degree

This report presents background information on possible strategies for shortening degree-completion times at Texas universities. A brief discussion of the advantages and disadvantages of each strategy is presented, along with a rough estimate of the fiscal consequences of each. The report notes that the percentage of students who complete their studies in 4 years declined from 45.4 percent in 1977 to 31.1 percent in 1990. Long times-to-degree increase costs to the state, to students, and to their parents. Numerous causes have been suggested for long degree-completion times including: more part-time students, delays caused by doing remedial course work, reduced availability of required courses, transfer problems, a lowered work ethic, and others. The 10 strategies considered are: (1) require universities to guarantee a specific time-to-degree; (2) reduce credits required for degrees; (3) encourage students to earn college credit while in high school; (4) charge block tuition; (5) use technology/distance education; (6) increase summer school opportunities; (7) provide financial rewards to students who graduate in 3 years; (8) impose surcharge for excessive credits; (9) limit enrollments to required classes; and (10) provide state subsidies only for required courses. (JLS)

ED 401 800 HE 029 647

Facilities Fact Book, 1995. Texas Public Universities, Health-Related Institutions, and Technical Colleges.
PUB DATE- 31 Jul 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Buildings; Community Colleges; Facility Case Studies; Facility Inventory; *Facility Utilization Research; Higher Education; *Public Colleges; State Surveys; State Universities; Tables (Data); Use Studies
IDENTIFIERS- *Texas

The 14 tables presented in this fact book provide information about the physical facilities at Texas public universities and colleges based on data gathered during 1995. Overall, the data show a deficit of space at public universities and health-related institutions; a ratio of deferred maintenance to facilities replacement value of 2 percent for Texas public institutions (versus 5 percent nationally); plans to spend over $4 billion for new construction, additions, repair and renovations, infrastructure projects and land acquisition over the next five years; and occupancy by Texas public institutions of more than 45 million square feet of assignable educational and general space with a replacement value of $10 billion. Specific tables cover: (1) space analysis and utilization; (2) 1995 deferred maintenance and replacement values; (3) 1995 physical plan expenditures and appropriations for operations and maintenance; (4) approved and evaluated construction cost summary from 1992 through July, 1996; (5) approved and evaluated construction and land acquisition projections during fiscal year 1995. Additional tables detail campus master plans; the 1995 space projection model for public universities, public technical colleges, and public health-related institutions; 1995 current fund and research expenditures for public health-

increasingly large proportion of this population, historically low Hispanic enrollment rates suggest this is unlikely to create a corresponding increase in total enrollments. Political response is constrained by increased demand for health and welfare services and K-12 education implied by demographics, lowered expectations of federal aid, and increased state spending on corrections. (MAH)

ED 401 820 HE 029 669

McArthur, David; Lewis, Matthew
Untangling the Web: Applications of the Internet and Other Information Technologies to Higher Education.
PUB DATE- Aug 96
NOTE- 98p.; Prepared by the California Education Roundtable.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Computers; *Educational Innovation; *Educational Technology; Higher Education; Information Policy; Information Science; *Information Technology; *Internet; School Restructuring; Teaching Methods; *Technological Advancement; *World Wide Web

This paper is a broad review of ongoing and planned applications of the Internet and World Wide Web in higher education, and an analysis of key technical, educational, and broader social issues that these applications highlight. The report attempts to address the following issues about the Internet and the Web: (1) their potential for changing higher education; (2) their potential in helping universities reduce costs, as well as the possibility that distance learning, digital libraries, and virtual universities may make education available to students cheaply, and at any place or time; (3) the possibility that the Internet and World Wide Web may threaten higher education more than help it; (4) the possibility that for-profit providers who now deliver corporate training will compete with traditional colleges and universities; (5) possible responses of higher education institutions to such competition; (6) acquisition of needed hardware and software by institutions of higher education at affordable prices; and (7) the need for faculty to quickly adapt to styles of teaching and learning that, for example, emphasize interactive mentoring instead of traditional lectures. The report stresses that information technologies will transform the processes and products of learning and teaching and discusses some of the costs and benefits of such transformations, and the policy issues surrounding the prospect of fundamental structural change. (MAH)

ED 401 821 HE 029 670

Shires, Michael A.
A Systems Approach to Strategic Planning and Its Implications to Higher Education. Draft.
PUB DATE- Mar 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Educational Planning; *Environmental Scanning; Higher Education; Long Range Planning; *Models; Organizational Development; *Planning; Public Sector;

Gender Shift through Adulthood: Educational Responses to Changing Lifespan Roles.
PUB DATE- 31 Oct 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; Adult Learning; Curriculum Development; Educational Change; Middle Aged Adults; Midlife Transitions; Older Adults; Program Development; *Role of Education; *Sex Differences; *Sex Role; *Sexual Identity

An interesting area of adult development is "gender shift": the transition from the traditional life patterns or ways of making meaning that are associated with stereotypically male or female roles. One may experience the wish to fulfill those parts of one's personality often associated with feminine or masculine constructs not yet explored. Educators can provide holding environments that support experimentation of options to ease the transitions experienced by adult learners, respect an individual's emerging identities, and be willing to acknowledge their own gender biases. Despite a new sense of options and choices throughout the lifespan, ample research shows that gender roles have instilled lifelong personality characteristics. New roles are developed by both older men and older women: as men age and with the passing of the "parental emergency," men become more affiliative and women become more dominant. Transitions from one role to another involve social and psychological transition. Traditional ordering must give way to longer life cycles with several sequential careers or transitions. Curriculum to support developmental mandates for women might include courses in tax returns, investments, business, and travel and for men, experiences in story-telling and history, personal development, and spiritual development. For the adult educator, the creation of a gender-neutral learning environment is essential. (Contains 23 references.) (YLB)

ED 401 385   CE 072 775

Pobega, Dale
The Story of LBE-ELECTRONIC: Adult Literacy Students Publish on the Net.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Computer Uses in Education; *Electronic Mail; *Electronic Publishing; Foreign Countries; *Literacy Education; Program Development; Student Developed Materials; *Student Publications; World Wide Web; Writing for Publication; Writing Skills
IDENTIFIERS- *Australia (Victoria); Zines

As part of the Victorian Certificate of General Education for Adults (CGEA) in Australia, a project involves students in writing, editing, and distributing The World Times, a student newspaper. Due to a lack of funds, the Internet has become an alternative means of publication, and the LBE-ELECTRONIC (LBE-E) World Wide Web site has become a new way for students to improved employee flexibility and teamwork; improved customer service; improved "learning environment"; and increased employee retention. (YLB)

ED 401 403 CE 072 894

Reuys, Steve
The Economies of SCALE: Exploring the Impact of Career Centers on ABE Programs.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Career Guidance; English (Second Language); Federal Legislation; *Literacy Education; Policy Formation; Program Effectiveness; Program Implementation; Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Student Coalition for Action in Literacy Education; Welfare Reform

The impact of recent changes in the welfare and work force development systems on adult basic education programs and their students was examined at a literacy education provider in Somerville, Massachusetts. The study found that the Student Coalition for Action in Literacy Education (SCALE) program had previously had no difficulty in attracting and retaining students and in helping students achieve the desired results. Now, however, the new Career Center Initiative and the system of "Individual Referrals" has had the following effects: the number of students in education programs at the agency has plummeted; the agency is having a difficult time recruiting students; programs have been consolidated and are at risk of ending altogether; staff have been laid off; and the stability of a large, long-running community agency has been severely shaken. Income has dropped from $228,000 to $84,500. The situation seems to stem from changes in the welfare and work force development systems, such as the following: (1) the implementation of the 20-hour work requirement for most recipients of public assistance, along with significant restrictions on funding for education; (2) cuts in non-Department of Education funding for basic and prevocational education from sources such as the Job Training Partnership Act; and (3) implementation of the One-Stop Career Center Initiative and the replacement of funding contracts with the Individual Referral process, posing many problems for adult basic education programs and the agencies that operate them. These developments have put a strain, probably unintended, on the agencies. They are now forced to spend large amounts of staff time in marketing and follow-up, and staff are already overextended. In addition, the Career Center design and Individual Referral process more easily serves a middle-class, English-speaking clientele that can more easily visit a number of programs. Finally, communication between the Service Delivery Area and the programs is not always adequate, especially now when it is needed during the implementation of reforms. (KC)

ED 401 404 CE 072 895

Moran, Joseph J.
Assessing Adult Learning. A Guide for Practitioners. Professional Practices in Adult Education and Human Resource Development

of the workplace has changed, and workers must continually strive to learn in order to keep up with the demands. Because taking time off for training is often too costly, learning must be integrated into all aspects of the job. Although in earlier times workers received training in school and then performed on the job for many years, the rapid pace of change in work today necessitates that workers continue to acquire new knowledge and skills on the job. Although traditional employer-developed workplace education programs have been cumbersome, such concepts as reflective practice, action learning, self-directed learning, and learning organizations are becoming increasingly important in the workplace and, in some cases, are replacing the traditional notions of instructional design and training. All of these learning processes have a substantial component of learner initiative and control. In addition, workers come together to solve common problems in a process of action learning. Workplace learning is not time or place bound. Workers learn what they need to know when they need to know it, and formalized training programs are deemphasized in favor of an atmosphere in which learning is pervasive, natural, and informal. External factors that affect workplace learning include economic trends, social trends, and technological advancement. For example, economic downturns may lead to unemployment and cuts in training budgets. New electronic innovations allow work to be performed at a variety of locations at times around the clock. These innovations also affect work-related learning, and they will continue to affect adult learning into the next century. (Contains 13 references.) (KC)

ED 401 421   CE 072 912

Smith, Glenn
A Proposed Historiography of Adult Education.
PUB DATE- May 96
NOTE- 8p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Continuing Education; Educational Change; *Educational History; Educational Needs; *Educational Philosophy; *Educational Practices; Educational Trends; Futures (of Society); Historiography; *Modernism; Role of Education
IDENTIFIERS- *Postmodernism

Current histories of adult education trace it back to the early part of the 20th century. They share several assumptions: (1) "modern" adult education started early in this century; (2) antecedents go back to early European colonization of North America--but ignore Spanish colonizers; (3) the movement is exclusively Eurocentric, seeing no influence from thousands of years of adult education practices in Asia or Africa; (4) the movement is exclusively male; and (5) adult education is "modern"--human beings have gone from savage to civilized in a slow process of evolution. Adult education needs to become "postmodern," claiming a vast historical terrain in Africa, Asia, and the Americas, honoring egalitarianism, community empowerment, cultural and linguistic diversity, and multiple approaches to knowing. Educational history, like all knowledge, cannot be observed neutrally; to observe it is to change it because the observer's beliefs influence the observation.

areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the welding specialty area. (A welder is a person who uses arc and gas, shielded metal arc welding (SMAW), gas metal arc welding, gas tungsten arc welding, brazing, metallurgy, and print interpretation to perform welding operations necessary to produce a workpiece to required standards.) This volume is organized in the following sections: (1) a profile of Moraine Valley Community College (Illinois), the development center that produced these standards and curriculum; (2) a welder competency profile of job duties and tasks; (3) a welder duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Basic Arc/Gas Welding I-II; Electrical Welding Circuits; Reading Welding Blueprints; Advanced SMAW and Cutting I-II; Metal Inert Gas (MIG), Tungsten Inert Gas (TIG), and Brazing I-II; Basic Welding Metallurgy; Individual Welding Problems I-II; Basic Pipe Welding I-II; and Visual Inspection of Welds. Each course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. Two appendixes contain industry competency profiles and the pilot program narrative. (KC)

ED 401 437 CE 072 930

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 7: Industrial Maintenance Technology, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 323p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Manufacturing; Course Content; Curriculum Development; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; *Machine Repairers; *Machinery Industry; Machine Tools; *Maintenance; Manufacturing Industry; Metal Working; Postsecondary Education; Secondary Education; *Standards; Teaching Methods

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the industrial maintenance technology specialty area. (An industrial maintenance mechanic uses mechanical, pneumatic, hydraulic, and electrical skills to maintain, repair, and install equipment and machinery used in industry.) This volume is organized in the following sections: (1) a profile of Augusta Technical Institute (Georgia), the

Moss, Jerome, Jr.; Jensrud, Qetler
Leader Attributes Inventory: Directions for Administering, Scoring, and Preparing Individualized Feedback Reports.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 86p.; For related documents, see ED 369 993, ED 374 337, ED 377 355, and CE 072 961.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; Feedback; *Leadership Qualities; *Personality Measures; Personality Traits; Records (Forms); Scoring; *Testing; Test Interpretation; Test Results; *Test Use; *Vocational Education; Worksheets
IDENTIFIERS- *Leader Attributes Inventory

This booklet is intended for practitioners interested in administering, hand scoring, and providing individualized feedback reports on the Leader Attributes Inventory (LAI), an inventory designed to provide assessment data on 37 leader attributes. The following topics are discussed in the booklet's six sections: preparing the instruments for use; administering the instruments; following up on nonrespondents and scoring responses; preparing individualized feedback reports; presenting the feedback reports to ratees; and following alternative directions for administering the LAI by mail. The bibliography lists 14 references. Appendixes constituting approximately 80% of this document contain the following: sample LAI individualized feedback report, sample and blank forms (additional information form, ratee identification form, and scoring worksheet); directions to ratees; norm group definitions; charts comparing LAI self-ratings with the average of LAI observer ratings, the vocational administrator norm group, and the vocational teacher leader norm group; standard errors of measurement; charts for recording predicted level of leader effectiveness; table listing Leader Effectiveness Index scores predicted from LAI scores, and sample LAI individualized feedback report. Copies of the LAI Observer Rating Form and Self-Rating Form are also included. (MN)

ED 401 453   CE 072 961

Moss, Jerome, Jr.; Jensrud, Qetler
Leader Effectiveness Index: Directions for Administering, Scoring, and Preparing Individualized Feedback Reports.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 52p.; For related documents, see ED 369 993, ED 374 337, ED 377 355, and CE 072 960.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; Feedback; *Leadership Qualities; *Personality Measures; Personality Traits; Records (Forms); Scoring; *Testing; Test Interpretation; Test Results; *Test Use; *Vocational Education; Worksheets

regulation of teachers in Spain's programs of regulated vocational training and occupational vocational training; decentralization of France's national programs; and training for the United Kingdom's National Vocational Qualifications. Also included are a total of 42 tables/figures, 55 useful addresses, 63 references, and lists of abbreviations for each of the four country reports. (MN)

ED 401 470   CE 073 009

Ambrosio, Teresa; And Others
Teachers and Trainers in Vocational Training. Volume 2: Italy, Ireland and Portugal.
PUB DATE- 95
NOTE- 146p.; For volume 1, see CE 073 008.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Inservice Teacher Education; Job Training; Postsecondary Education; Professional Associations; *Professional Development; *Secondary School Teachers; Teacher Certification; *Teacher Improvement; Teacher Qualifications; *Trainers; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *European Union; Ireland; Italy; Portugal

This book describes the initial and continuing professional development of the various teachers and trainers involved in initial vocational training for youth in Italy, Ireland, and Portugal. The book contains separate, but similarly formatted, sections for each country. The following are topics are discussed in all three country reports: initial vocational training; trainers and teachers in initial vocational training; regulations for the training of teachers and trainers; training programs for teachers and trainers; initial training; and continuing training. The report on Italy also includes the following: political and institutional aspects; cultural aspects; associations, organizations, and resource centers involved with the training of trainers; and the continuing training supply. The report on Ireland also lists useful addresses of associations and resource/information centers and institutions and courses. The Portugal report begins with an overview of teachers and trainers of young people in Portugal and lists useful addresses of government agencies and social partners and training bodies and courses. Bibliographies and glossaries follow each country report. (YLB)

ED 401 471   CE 073 010

Bellman, Geoffrey M.
Your Signature Path. Gaining New Perspectives on Life and Work.
PUB DATE- 96
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Quality of Working Life; *Self Actualization; *Self Congruence; Self Disclosure (Individuals); *Self Evaluation (Individuals); *Self Motivation; *Work Attitudes

This book is a self-reflective guide to exploring the inner self and the difference one can make in the world, especially in the world of work. It encourages and guides persons in finding their purpose in life and how to implement it to realize their potential. The 22-chapter book is organized in three parts around three essential elements of one's "path" through life:

Youth Programs
IDENTIFIERS- *Jail Boot Camps

A study evaluated the implementation of three demonstration programs for male juveniles that explored how the adult boot camp strategy could be modified to serve the unique needs of juveniles. Evaluation efforts sought to determine how the three demonstration sites--Cleveland, Ohio; Denver, Colorado; and Mobile, Alabama--were choosing and screening participants, hiring and training staff, and establishing programs. All sites implemented 90-day residential programs that put youths through an intensive daily regimen of military drills and discipline and physical conditioning. Findings indicated the sites formed active public-private partnerships, developed and refined coherent program rationales, and opened on schedule. First-year boot camp completion rates were high, ranging from 80-94 percent. Youths improved in educational performance, physical fitness, and behavior. Ratings in respect for authority, self-discipline, teamwork, and personal appearance also improved significantly. Youths who graduated and remained in aftercare for at least 5 months reported positive changes in attitudes and behavior. Boot camps appeared to be more cost effective than state or local correctional facilities. Less success was found in these areas: high staff turnover, appropriate and effective disciplinary measures, finding a balance between military discipline and remedial education, and aftercare hampered by high levels of absenteeism and noncompletion. (YLB)

ED 401 488   CE 073 053

Claus, Richard N.; And Others
School-to-Work Opportunities Local Partnership Implementation Grant, 1994-96. Final Report. Evaluation Report.
PUB DATE- Sep 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Counseling; *Career Guidance; Cooperative Programs; Coordination; *Education Work Relationship; High Schools; Partnerships in Education; Program Effectiveness; Program Evaluation; *School Business Relationship; Student Placement; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Saginaw City School System MI

The 5-year School-to-Work (STW) Opportunities project of the School District of Saginaw, Michigan, was implemented through the Manufacturing, Engineering, Construction, and Automotive (MECA) partnership. Housed at the district's Saginaw Career Complex, it included collaboration among Career Complex staff and local business representatives in the planning of course and work experience content, the placement of students in actual work settings for training, and methods for assessing both student and program progress. An evaluation assessed the 1995-96 school year of MECA partnership's operation and detailed its progress against interim (3-year) goals and reiterated targets for long-term (5-year) goals. An estimated 9,200 students participated in career awareness activities; 117 seniors and 149 juniors entered the MECA program; and 838 students were placed in a work-based learning experience. The following were major barriers to success in the program: low attendance rate; low ability rate of students upon entering the program; and the time-consuming nature of promoting student and business needs. Successes were as follows: an expanding base of employers/labor; career guidance and counseling; high academic standards; development of industry sector-specific career

ED 401 506   CG 027 075

Porro, Barbara
Talk It Out: Conflict Resolution in the Elementary Classroom.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 96
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Classroom Techniques; *Conflict Resolution; Elementary Education; Elementary School Students; Elementary School Teachers; Interpersonal Communication; Social Cognition; *Social Development; Student Behavior; *Student Development; *Teacher Student Relationship

The "Talk It Out" approach is presented for use by elementary school teachers. Talk It Out employs the techniques of conflict resolution, mediation, and negotiation in order to resolve problems that occur in most classrooms, such as teasing, put-downs, pushing, hitting, cheating, gossiping and refusing to share. Readers are provided classroom anecdotes which illustrate the use and effectiveness of Talk It Out. Chapter titles are: (1) How Talk It Out Was Developed; (2) Guiding Children through the Process; (3) Creating the Conflict Corner; (4) On-the-Spot Problem Solving; (5) Moving toward Independent Problem Solving; (6) The Class Meeting Option; (7) Peers as Peacemakers; (8) When You and a Student Talk It Out; (9) When It's Time to Take Over; (10) Fine Tuning to Match the Child and the Moment; (11) Problem Solving Isn't the Only Way; and (12) Toward a Talk It Out School. Thirteen appendixes present practical tips, lesson plans, step-by-step scripts, and other materials that will be useful in introducing conflict resolution skills and helping students internalize them. Contains 28 references. (TS)

ED 401 507   CG 027 109

Issues in Financing School-Based Health Centers: A Guide for State Officials.
PUB DATE- Sep 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Elementary Secondary Education; *Health Facilities; *Health Programs; *Health Services; *School Health Services; State Aid; State Federal Aid; State Programs

Despite the recent, unprecedented growth of school-based health centers and the related increased support from state government, the future of school-based health centers is uncertain. Since they can no longer rely on federal support, private insurance, or other commercial sources, each state must develop its own approach to supporting the centers. A critical precondition for creating a financial strategy is for each state to address the following questions: (1) What is a school-based health center? (2) Whom should the school-based health center serve if the center is to secure public funding? (3)

these relations were important for understanding the story. Both groups activated automatic processes more easily than controlled processes. However, both groups had problems searching for bridging knowledge and making logical inferences. (Contains 2 tables of data and 12 references.) (Author/RS)

ED 401 526 CS 012 649

Ruddell, Martha Rapp
Teaching Content Reading and Writing. Second Edition.
PUB DATE- 97
NOTE- 428p.; For previous edition, see ED 353 568.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Cooperative Learning; Intermediate Grades; Journal Writing; Lesson Plans; Lifelong Learning; *Literacy; Middle Schools; Multicultural Education; *Reading Comprehension; Reading Processes; Secondary Education; Student Evaluation; Textbook Evaluation; Vocabulary Development; Writing Processes
IDENTIFIERS- *Diversity (Student); Reflective Thinking; Writing Thinking Relationship

Detailing the many ways that reading and writing interact with and support learning, this book is about the role of literacy in subject area learning. Three features of the book are designed to guide teachers' reflective thought and assist them in transferring ideas from the book to their teaching repertoire and classroom: "double entry journal" activities occur at the beginning and end of each chapter; the "How To Do" feature gives a step-by-step list of things to make a specific instructional strategy work; and "Building Tables" summarize critical information about how to apply and combine the instructional approaches in the book. Chapters in the book are (1) Literacy in Middle and Secondary Schools; (2) Literacy Processes: Thinking, Reading, and Writing; (3) Comprehension Instruction in Content Areas; (4) Vocabulary Learning in Content Areas; (5) Reading across the Curriculum; (6) Writing across the Curriculum; (7) Assessment of Student Progress in Subject Area Reading and Writing; (8) Evaluating Instructional Materials; (9) Cooperative/Collaborative Learning, Literacy Instruction, and Content Learning; (10) Diversity in the Classroom: Meeting the Needs of All Students; (11) Teaching Bilingual/Bicultural Students in Multilingual/Multicultural Settings; and (12) Developing Lifelong Readers and Writers. Two alternative lesson plans and two sample units are attached. (RS)

ED 401 527 CS 012 650

Smith, Arthur E.
University Students as Literacy Tutors.
PUB DATE- 10 Jul 96
NOTE- 11p.; Paper presented at the World Congress of the International Reading Association (17th, Prague, Czech Republic, July 10-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Adult Programs; *College Students; Higher Education; Program Descriptions; School Community Relationship; *Tutorial Programs; *Tutoring; *Tutors; Workplace Literacy

IDENTIFIERS- Grids; *Learning Environment

Conventional grading is so ubiquitous that it is tempting to see it as inevitable and to feel hopeless about making any changes. It is often not reliable nor does it have clear meaning. Also, it does not give students feedback about what they did well or badly. Even while operating under a conventional grading system, composition teachers can use some temporary time-outs from grading such as 10 days of freewriting, journal writing, or ungraded writing assignments, or by making contracts for grades which say if the student does x, y, and z, he/she can count on a certain grade. Stepping outside of grading helps learning and makes teaching more satisfying. Operating outside the mentality of evaluation or judging of student writing can foster an atmosphere of support and appreciation that helps students flourish, think well, and stretch themselves. Instead of evaluating quality, ask instead what the paper says or implies and what the writer assumes--answer these questions about students' writing and train students to answer them about each other's writing. Grades will be more fair if the criteria for evaluation is spelled out for students and if they are given valuable feedback. (Included are 2 grading grid examples.) (CR)

ED 401 546 CS 215 553

Baghban, Marcia

The Personal Past as Inspiration: Authors Honor Their Life Experiences in Their Stories.

PUB DATE- Nov 96

NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (86th, Chicago, IL, November 21-26, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Authors; *Creative Writing; Educational Needs; Experiential Learning; Family Life; *Life Events; *Personal Narratives; Reminiscence; *Writing Processes

IDENTIFIERS- Alcott (Louisa May); *Walker (Alice); *Writing Motivation

Ernest Hemingway was wrong. It is not necessary to leave home and go out and experience "Life" in capital letters to have "stuff" about which to write. The daughter of a kindergarten teacher, Louisa May Alcott wrote a book about her family life which became one of the most popular children's classics, "Little Women." All people are storytellers. Life stories order and interpret life events. Listeners/readers sympathize or empathize, and writers explore this when choosing moments from their lives to share with others. Alice Walker, a sharecropper's daughter and author of "The Color Purple," felt ugly, disfigured, and suicidal when she was blinded in a childhood accident. A later poem, "On Sight," spoke of her joy at seeing the African desert. While she was studying at Sarah Lawrence College, pregnancy and a subsequent abortion were inspiration for "Once," her first published book of poetry. One of her professors, the poet Muriel Rukeyser, passed Alice's poems along to her own editor at Harcourt, who later became Alice's editor too. Out of Alice Walker's isolation grew her art, and the written word would sustain her survival, a passionate testimony to the power of the artist to use her art to overcome life's hardest blows. (Contains "On Sight" and 17 references.) (CR)

Higher Education; *Mass Media; *Mass Media Effects; *Mass Media Use; Meta Analysis; Parent Attitudes; Presidential Campaigns (United States); Recall (Psychology); *Research Methodology; Sex Stereotypes; *Television Viewing
IDENTIFIERS- Ellul (Jacques); Political Advertising; Simpson (O J) Murder Trial; Spiral of Silence Theory

The communication theory and methodology section of the Proceedings contains the following 20 papers: "Political Adwatches and the Third-Person Effect" (Ekaterina Ognianova and others); "Understanding Adopters of Audio Information Services" (Kimberly A. Neuendorf and others); "A Principal-Agent Approach to the Study of Media Organizations: Toward a Theory of the Media Firm" (Philip Napoli); "Self-Perceived Knowledge and the Third-Person Effect: Media Influence During the O.J. Simpson Trial" (Michael B. Salwen and Paul D. Driscoll); "A Dialogue with the State" An Ellulian Conception of Media Hegemony and Human Agency" (Rick Clifton Moore); "Third-Person Perception and Support for Censorship of Sexually Explicit Visual Content: A Korean Case" (Changhyun Lee and Seungchan Yang); "Arousing Messages: Reaction Time, Capacity, Encoding" (Annie Lang and Robert F. Potter); "The Media and Voter Turnout: An Investigation of People's Willingness to Vote in the 1992 Presidential Election" (Nojin Kwak); "Amount of Invested Mental Effort and Learning from Media: A Conceptual Review" (Tom Kelleher); "Situational Influence of Political Involvement on Information Seeking: A Field Experiment" (Stacey Frank Kanihan and Steven H. Chaffee); "Let's Talk about What We're Watching: Parental Behavior towards Children's Gender and Age Regarding Television Viewing" (Kristine Kay Johnson and others); "A Model of Affect and Expertise: An Examination of Their Roles in Media Effects Research" (Li-Ning Huang and others); "The Interplay between Affective States in News Processing: An Examination of the 'Warmer' Side of Audience Activities" (Mei-Ling Hsu); "Willingness to Speak Out and the Spiral of Silence: A Meta-Analysis" (Carroll J. Glynn and others); The Bias of Political Science in the Study of Mass Media and Democracy" (Erik P. Bucy and Paul D'Angelo); "Paring Down to the Bare Bones of Communication Phenomena with Cognigraphics: An Elemental Analysis of Headline Impact on Ad Recall" (Fiona Chew and others); "A Comparative Assessment of the Effects of Exposure to Media Reports and Political Ads on Voter Learning and Voting Intention" (Mahmoud A.M. Braima and others); "Taking on the Tube: An Examination of Parents' Media Behavior, Attitudes and Discussion Regarding Television" (Erica Weintraub Austin and others); "Consideration for Choosing Triangulation as Mass Communication Research Method" (Donna A. Allen); and "Prime Time Stereotyping on the New Television Networks" (B. Carol Eaton). Individual papers contain references. (RS)

ED 401 565   CS 215 573

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Communication Technology and Policy Division.
PUB DATE- Aug 96
NOTE- 319p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adoption (Ideas); Audience Analysis; Communication Research; Electronic Text; Higher Education; Information Sources; *Internet; Journalism Research; *Mass Media Use;

If those teaching advertising courses with significant ethics components are concerned about having a genuine--as opposed to cosmetic--impact on how their students translate what is taught in the classroom to the "real world," they must focus on the idea of "oughtness." The question is: what can instructors in advertising courses do--if anything--to motivate students to act more ethically once they move beyond the confines of the classroom, to do what ethically ought to be done when faced with a particular ethical dilemma? The first task for the instructor may well be to demonstrate to students the relevancy of ethics to their "everyday" lives. Students must understand that ethics deals with relationships with others. Students will never appreciate the "marriage" of ethics and advertising if they fail to view consumers and the general public as persons to whom they have obligations. It is essential that students recognize that ethical behavior in advertising does not occur in a vacuum--ethical advertisers are first ethical people generally and the only way to motivate the will to act ethically is to develop the will to act ethically habitually and generally. Raising advertisers' and students' ethical consciousness is not sufficient--in the end, advertising and advertising people will be judged on their conduct. (Contains 56 notes.) (RS)

ED 401 583 CS 509 376

LeBlanc, H. Paul III
Building the House: Examples of Multi-Method Research in Communication.
PUB DATE- 24 Nov 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Research; Higher Education; Interviews; Research Design; *Research Methodology
IDENTIFIERS- *Research Suggestions

Although researchers and scholars have extolled the virtues of multi-method approaches to research by triangulation for at least two decades, implementation of these approaches to research has been slow. This is due primarily to the complexities inherent in the combination of different orders of data, theoretical constructs, and methodological assumptions. This paper provides examples from the author's own research, as well as from others, of implementations of multiple methods in communication research. The paper offers suggestion for implementation to researchers interested in conducting multi-method research. The paper also demonstrates how being conversant on multiple methods may allow the researcher to discover serendipitously unexamined aspects of the phenomena. Contains 13 references. (Author/RS)

ED 401 584 CS 509 377

LeBlanc, H. Paul, III
Building Little Communities: Relational Communication and Early Parenthood in Two Young Couples.
PUB DATE- 20 Nov 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

through group interviews with a total of 127 individuals: local school board members, district superintendents, principals, and school personnel from 15 districts. Two surveys were also distributed. A data elements and training survey identified how school districts used information and to whom they distributed it, and determined staffs' technological skills. A hardware and software inventory of district superintendents and staff determined the amount and number of current hardware and software systems used to manage and transfer student information. The findings demonstrated the need to establish a statewide system for exchanging data; to develop standardized procedures for collecting, managing, and reporting data; and to provide technical training to district and school staff. The guide book contains the study team's recommendations and plan for implementation. Five tables and eight figures are included. Appendices contain copies of the surveys, a projected timeline, sample configuration models, implementation costs, and a training matrix. (LMI)

ED 401 603 EA 028 030

School-Based Management & Accountability Procedures Manual.
PUB DATE- 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Board of Education Role; Boards of Education; *Educational Assessment; Elementary Secondary Education; Performance; Program Implementation; *Public Schools; *School Based Management; State Legislation; *State School District Relationship; State Standards
IDENTIFIERS- *North Carolina

The 1996 session of the North Carolina General Assembly enacted legislation, The School-Based Management and Accountability Program (the ABCs plan), an educational reform initiative designed to improve student performance. The accountability model for the public schools in kindergarten through eighth grade is designed to provide focus on the basic subjects of reading, writing (communication), and mathematics, while increasing local control and flexibility. This document provides school personnel, local boards of education, and others with information necessary to implement the ABCs plan. It outlines actions required in Senate Bill 1139 and offers suggestions for implementation processes. A glossary and list of contact resources are included. The appendices contain sample forms, worksheets, suggested actions and procedures, sample teacher and student evaluation systems, and a copy of Senate Bill 1139. (LMI)

ED 401 604 EA 028 034

Comer, James P., Ed.; And Others
Rallying the Whole Village: The Comer Process for Reforming Education.
PUB DATE- 96
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project

PUB DATE- 96
NOTE- 114p.; Revision of text published in 1991 by the Ontario Public School Teachers' Federation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Collegiality; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Participative Decision Making; School Restructuring; Teacher Responsibility; *Teacher Role; *Teaching (Occupation); Teaching Conditions

Paradoxically, although major forces in society are pushing for improvement in the American educational system, many teachers experience job overload, isolation, and increasing despair. This book is the first in a trilogy designed to help teachers and principals fight for fundamentally positive changes that will benefit themselves and their schools. It is based on the notion that teachers and principals must act as moral change agents and presents some of the core starting points and most powerful levers for change. Chapter 1 begins with an examination of problems in the teaching profession that are a symptom of the tension between bottom-up and top-down reform. The second chapter, entitled "Total Teachers," depicts teachers in a holistic perspective, both as individuals and as people experiencing a 35- or 40-year career. The third chapter, "Total Schools," examines the social and working conditions of teachers and principals. It describes the paradox of individuality and collegiality, showing the strengths and weaknesses of each. The cultures of individualism and collaboration must be reconciled in ways that draw on what each has to offer for improving schools. The final chapter focuses on what to do to improve the situation, offering "guidelines for action" for teachers, principals, and for other educators who work outside the school. The challenge is to develop interactive professionalism in the schools so that teachers can achieve the goal of continuous school improvement. (Contains 84 references.) (LMI)

ED 401 623 EA 028 058

Beyer, Landon E.; Liston, Daniel P.
Curriculum in Conflict: Social Visions, Educational Agendas, and Progressive School Reform.
PUB DATE- 96
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Capitalism; *Conservatism; *Controversial Issues (Course Content); *Curriculum; Curriculum Evaluation; Elementary Secondary Education; Epistemology; Free Enterprise System; Higher Education; Ideology; *Liberalism; Marxian Analysis; *Politics of Education; *Progressive Education; Social Action; Welfare Agencies
IDENTIFIERS- *Postmodernism

The construction and reconstruction of public school and college curricula cannot be understood without an understanding of how they are intimately tied to larger social currents and cross-currents. This book attempts to provide a coherent yet inconclusive synthesis of the progressive tradition that challenges both the curricular status quo and the recent attempts at a conservative restoration. Chapter 1 presents an overview of the field of curriculum studies, examining the community: the ability to reduce anxiety, the willingness to listen, the reward of appropriate behavior, the conveyance of friendship, and the appropriate use of positive and negative criticism. Six tables are included. The appendix contains a sample of the survey. (LMI)

ED 401 642 EA 028 093

Pearce, Harriet A.; Arredondo, Daisy E.
Reforming Schools through Changed Supervisory Practices: One Superintendent and One Principal at a Time.
PUB DATE- Oct 96
NOTE- 9p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Behavior; *Administrator Role; Case Studies; Elementary Secondary Education; *Principals; *Superintendents; Supervision; *Supervisory Methods

Reflective practice in professional education stands in sharp contrast to the assumptions underlying the more commonly used traditional supervisory models. This paper presents findings of a study that examined administrator use of a reflection-on-action process to build a climate of reflection and dialogue. Methodology included a case study of one superintendent and one elementary principal in a small rural school district. Data were gathered through a review of participants' journals; interviews with staff, the superintendent, and the principal; a review of the superintendent's daily log; and audiotapes of superintendent-principal interaction. The findings support the assumption that reflection through structured dialogue and journal writing can be effectively learned as processes and used to improve administrator supervision through changing interactions. The data illustrated the administrators' continual struggles as they confronted the discrepancies between their espoused beliefs and actual behaviors. Two tables are included. (Contains 14 references.) (LMI)

ED 401 643 EA 028 095

Hausman, Charles S.; Goldring, Ellen B.
Teachers' Ratings of Effective Principal Leadership: A Comparison of Magnet and Nonmagnet Schools.
PUB DATE- Oct 96
NOTE- 27p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Elementary Education; Institutional Characteristics; *Leadership; *Magnet Schools; Multivariate Analysis; Open Enrollment; Prediction; *Principals; Regression (Statistics); School Choice; *Teacher Attitudes; Teaching Conditions; *Work Environment
IDENTIFIERS- *Cincinnati Public Schools OH

Despite their common goal, reformers promoting school choice and those seeking ways to improve schools through more effective principal leadership have remained for the most part of hearing in Virginia who have passed either national certification or state level screening. Introductory material first lists services provided by the Virginia Department for the Deaf and Hard of Hearing and then offers guidelines which address: what an interpreter is; how to select an interpreter; the qualifications currently recognized in Virginia; how to use an interpreter; the Code of Ethics for interpreters; and the cued speech transliterator code of conduct. It details the specific certificates offered by the national Registry of Interpreters for the Deaf and the Virginia Quality Assurance Screening Levels (VQAS) which offer awards at four levels of proficiency. The directory lists the nationally certified interpreters first and then the VQAS-qualified interpreters, providing name, address, telephone number, specific credentials, availability, and regions served in Virginia (a map is provided). (DB)

ED 401 660   EC 305 105

Addressing Identified Barriers Faced by Persons with Sensory Disabilities. Final Report of the Department for the Deaf and Hard of Hearing and the HJR 461 Task Force to the Governor and the General Assembly of Virginia. House Document No. 99.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Blindness; Community Programs; Confidentiality; Deafness; *Emergency Programs; Emergency Squad Personnel; *Hearing Impairments; *Law Enforcement; Needs Assessment; Partial Hearing; Police; *Rescue; Safety Education; Surveys; *Visual Impairments
IDENTIFIERS- Public Safety; *Virginia

This report describes a special Virginia task force study of barriers faced by persons with sensory disabilities in emergency and law enforcement situations. Surveys were conducted of three populations: deaf and hard of hearing; blind and visually disabled; and PSAPs (public safety answering points--centers which answer 911 calls). The overriding concern found in the surveys was that individuals were reluctant to provide information regarding their disability to PSAPs and other emergency service providers, to prevent the information being used against them. However, respondents indicated they would be willing to provide basic information if it was used by a 911 or other emergency service via a confidential system that would dispatch response personnel to their address more quickly during an emergency situation. A Pocket Handbook was developed which focuses on identification of and communicating sensitively with persons who have sensory disabilities. A Best Practices Guide was also developed which covers training, identification of sensory disabilities, on-the-scene communication, auxiliary aids, and resources. The consumer education plan formulated involves presentations, mass media informational efforts, and publication of emergency preparedness tip sheets for the targeted populations. The legislative resolution directing the study is appended. (DB)

ED 401 661   EC 305 106

Virginia Quality Assurance Screening.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English

Children" (Tammy LeNeve); "Stages of Learning: The Performing Arts as a Teaching Tool" (David Lightfoot); "Revealing the Hopes of Adolescents through the Art of Tattoos" (Michael Gerrish); "Learned Helplessness and Attribution for Success and Failure in LD Students" (Nicki Arnold); "A Student's Need for Understanding" (Regina G. Richards); "Defining the Self as a Learner for Children with LD" (Augusta H. Gross); "My Story" (Matt Rehring); "On the Road to College" (Mimi Cooper); "Labels" (Ryan Foshay Hanson); "Facing Facts" (Kate Eklund); "The Effects of Learning Disability on One's Life" (Anonymous); "Reading My Way" (Frances Byfield Pitts); "Explaining LD to a Child" (Belinda Schilling-Leach); "Unicorns and Magic Boxes" (Judy Levitt and Jessica Levitt); "Letter to Our Son" (James Sollars and Claire Sollars); "A Walk with Denial...A Parents' Friend" (Diane Purchase); "Growing Up Successfully" (Jacqueline J. Kingon); and "The Road Taken" (Nicki Arnold). Also provided are a summary of federal laws and a list of suggested resources. (DB)

ED 401 679   EC 305 169

Heyne, Linda A., Ed.; And Others
Inclusive Recreation and Families.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adapted Physical Education; Advocacy; Age Differences; Agencies; Agency Role; College School Cooperation; Community Programs; *Developmental Disabilities; Elementary Secondary Education; Family Programs; Higher Education; Intergenerational Programs; Needs Assessment; Normalization (Disabilities); Older Adults; Parent Attitudes; Parent Role; Preschool Children; *Recreation; Recreational Activities; *Recreational Programs; Rural Areas; *Social Integration; Young Adults

This feature issue focuses on inclusive recreation for persons with developmental disabilities and their families. The articles provide information about the benefits of inclusive recreation for individuals and families, the challenges in attempting to create or access community recreation services that offer inclusive programs, and strategies that can be used by parents in seeking out and advocating for quality inclusive programs. The following major articles are included: "Inclusive Recreation and Families: Benefits, Challenges, and Parent-Professional Partnerships" (Linda A. Heyne and Stuart J. Schleien); "Benefits and Challenges of Recreation: Parent Perspectives" (Jennifer Mactavish); "Parents as Advocates for Inclusive Recreation" (Maurice K. Fahnestock and Linda A. Heyne); "Inclusive Recreation: A Parents' Guide to Quality" (Stuart J. Schleien and John E. Rynders); "The Role of Agencies in Supporting Belonging" (Angela Novak Amado); "Recreation Needs and Benefits Across the Life Span" (Carla E. S. Tabourne and Jerry G. Dickason); "Elders and Preschoolers Supporting Each Other: The Jewish Community Center Intergenerational Program" (Linda Heyne and others); "Improving Adapted Physical

Secondary Education; Interpersonal Communication; *Parent School Relationship; School Community Relationship; *Special Education; *Teamwork
IDENTIFIERS- Case Management; *Oregon (Lane County)

This 23-minute videotape describes the Conciliation Project, which was developed to resolve conflicts between parents and schools in Lane County (Oregon) regarding students' special education programs. The video presents a case developer who gathers information about a specific situation and a team of trained community volunteers who facilitate the communication process and help the participants develop a plan of action or resolution. Factors considered instrumental in the program's effectiveness include: both content and relationship issues are addressed, team members work together toward greater understanding and problem resolution, and communication skills are developed. Parents, schools, and students are all seen to benefit from the program. Advantages of this approach to conflict resolution include the integration of diverse and multicultural perspectives, modeling of effective communication skills, empowerment of participants for future problem solving, demonstration of community support, and application beyond special education. (DB)

ED 401 698 EC 305 199

Engiles, Anita; And Others
Team-Based Conflict Resolution in Special Education. Conciliation Program.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Jun 96
NOTE- 74p.; For related documents, see EC 305 198-200.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Disabilities; Elementary Secondary Education; Interpersonal Communication; *Parent School Relationship; School Community Relationship; *Teamwork
IDENTIFIERS- Case Management; *Oregon (Lane County)

This monograph describes the Conciliation Project, which was developed to resolve conflicts between parents and schools in Lane County (Oregon) regarding students' special education programs. The project uses trained community-based mediation teams in a prescribed and structured process for resolving disagreements; the process is intended to be less damaging and polarizing and more responsive than due process hearings and state mediation programs. Following development of a case, team participants meet to clarify goals, evaluate alternatives to the conciliation process, and identify information needs. The meeting focuses on three steps: (1) identification of issues; (2) development of an understanding of the interests of all participants; and (3) problem-solving and development of an agreement. Sensitivity to cultural differences is exhibited through development of relationships in the Hispanic/Latino and Native American communities. Application in about 12 cases has shown that case development itself can facilitate constructive communication. The project has completed five full conciliations and has been active in outreach efforts that resulted in the recruitment and training of 23 conciliators. An evaluation plan has been developed. Appendices include job descriptions, a survey concerning project satisfaction, forms, and evaluation information. (DB)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrator Attitudes; *Bilingualism; Dramatics; Elementary Secondary Education; Extracurricular Activities; Foreign Countries; *French; *Immersion Programs; *Language Role; Language Teachers; Parent Associations; Parent Attitudes; Postsecondary Education; Principals; Secondary School Students; Second Language Instruction; Second Language Programs; *Second Languages; Student Attitudes; Student Characteristics
IDENTIFIERS- *Canada; New Brunswick; Wisconsin (Milwaukee)

The collection of essays on French second language instruction in Canada, directed to parents, includes: "Our Brave New World" (Andrew Kniewasser); "French in Your School: Identifying and Achieving the Right Program" (Carolyn Hodych, Jos Scott); "So, You're Worried About Becoming an Immersion Parent" (Judy Gibson); "Is Core French a Valid Option?" (J. Clarence LeBlanc); "Co-Existence or Assimilation: It's Up to All of Us" (Paule Desgroseilliers-Macdonald); "A Progress Report from the Principal" (Spencer Stanutz); "The Case for Dramatization" (Alexander Fancy); "Research Update: The New Brunswick Study" (Sharon Lapkin, Merrill Swain); "Joie de vivre: A Dialogue on Co-Curricular Activities" (Raymond Lemoine, Janine Tougas); "Teaching the Gifted in Immersion" (Joan Sigler, Margaret Tourond); "French Immersion Students in Secondary and Post-Secondary Schools" (Frances Morrison); "Lettre a une amie anglophone d'immersion francaise" (with English translation) (Andre Obadia); "Senior Students and French--How Do They Rate Themselves?" (W. Russ MacGillivray); "The Role of the Bilingual Universities" (Philippe Garigue); "Milwaukee Follows the Canadian Example: U.S. Immersion Programs" (Helena Anderson Curtain, Nancy C. Rhodes); "The Education of Immersion Teachers: Challenge of the Eighties" (Claudette Tardif); and "The CPF Canadian Parents for French Saga" (Stewart Goodings). (MSE)

ED 401 719 FL 024 151

Akyel, Ayse; Kamisli, Sibel
Composing in First and Second Languages: Possible Effects of EFL Writing Instruction.
PUB DATE- Sep 96
NOTE- 31p.; Paper presented at the Balkan Conference on English Language Teaching of the International Association of Teachers of English as a Foreign Language (2nd, Istanbul, Turkey, September 5-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Contrastive Linguistics; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; Protocol Analysis; *Second Languages; Student Attitudes; *Transfer of Training; *Turkish; Uncommonly Taught Languages; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Strategies
IDENTIFIERS- Turkey

This study investigated the relationship of first-language (L1) and second-language (L2) writing processes and possible effects of L2 writing instruction in an academic context on L1 and L2 writing strategies and attitudes. Specifically, the study asked whether (1) there are similarities and/or differences between Turkish and English writing processes of Turkish students of based curriculum model. An introductory section presents general principles for use of Arabic script and for Moroccan Arabic phonology and transliteration, and contains 16 pronunciation drills. Each of the subsequent lesson outlines contains a topic, performance objective, cultural notes, vocabulary list with Arabic script and English transliteration, linguistic structures, and grammar notes. Lesson topics represent a variety of daily living skills and activities, including greetings and introductions, giving and getting personal information, money, travelling, discussing personal experiences, making plans, asking clarification, shopping, bargaining, using the telephone, using postal services, hotels, food and meals, making tea, dealing with local authorities, explaining Peace Corps work, personal interests, invitations, discussing acceptable behavior, and health and illness. Appended materials include cultural information about holidays and festivals, etiquette, idioms and social situations, notes on conjunctions, prepositions, and noun and adjective derivation, a verb list, and meaning and spelling of common names. (MSE)

ED 401 742 FL 024 235

Ben Abdelkader, Rached; And Others
Tunisian Arabic.
PUB DATE- 88
NOTE- 215p.; Best copy available.
LANGUAGE- Arabic; English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; *Arabic; Conversational Language Courses; Daily Living Skills; Dialogs (Language); Foreign Countries; Grammar; Handwriting; *Interpersonal Communication; Language Patterns; Language Variation; *Regional Dialects; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Arabic (Tunisian); *Peace Corps; Tunisia

This instructional guide for Tunisian Arabic is designed to be used in language training of Peace Corps volunteers in Tunisia. It consists of 15 thematic units focusing on daily living skills and activities. Each contains a brief dialogue in transliterated Arabic, an English translation, lists of vocabulary and expressions, comprehension questions, additional useful vocabulary, grammar notes, vocabulary and grammar exercises, communication activities, and script writing exercises. Unit topics include: greetings; money; giving and getting directions; weather and seasons; drinks; post office; making a presentation; time; making a visit; grocery shopping; vegetables; the bus station; meals and entertaining; and the family. (MSE)

ED 401 743 FL 024 236

Balhorn, Mark
Existential-Presentational Sentences in Second Language Acquisition.
PUB DATE- Mar 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

language use competency, and lessons are organized according to ten themes. Lessons contain a dialogue, vocabulary, grammar notes, supplementary vocabulary in some cases, and exercises to reinforce learning. Cultural notes are included within each theme. Themes include: greetings; classroom orientation; family and age; employment, basic information about Mongolia; community services (post office, food, clothing, color, money); seasons and weather; appointments; transportation; health and health services; and additional community services (restaurants, banks, hairdressers, long distance telephone calls). Translations of the dialogues and a Mongol-English glossary are included. (MSE)

ED 401 763 FL 024 262

Ilokano Language Packet.
PUB DATE- 96
NOTE- 284p.
LANGUAGE- Ilocano; English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Communicative Competence (Languages); Competency Based Education; *Daily Living Skills; Foreign Countries; Grammar; *Interpersonal Communication; *Language Patterns; Second Language Instruction; *Second Languages; *Uncommonly Taught Languages; Vocabulary Development; Volunteer Training; Workbooks
IDENTIFIERS- *Ilocano; Peace Corps; Philippines

The workbook for Ilokano was designed for language training of Peace Corps volunteers in the Philippines. It consists of: a list of commonly-used phrases for greetings, leavetaking, shopping, asking for directions, managing a conversation, and introducing oneself; a more extensive vocabulary/phrase book of words and expressions used in everyday communication, organized by situation and accompanied by English translations; a list of core competencies at three skill levels (beginning, intermediate, advanced), expressed as performance objectives; an Ilokano-to-English glossary; a series of learning modules to help reinforce student learning in formal lessons; and extensive grammar notes. Topics of the learning modules include those needed for community entry, such as socializing, managing conversation, eating, shopping, travelling, and health. Each module includes a variety of exercises for vocabulary development, understanding of language appropriateness, and grammar. Supplementary worksheets on grammatical points and answers to most exercises are also provided. (MSE)

ED 401 764 FL 024 263

Vartanian, Vartan; Vartanian, Margaret
Armenian Language Competencies for Peace Corps Volunteers in Armenia.
PUB DATE- Jul 92
NOTE- 176p.
LANGUAGE- Armenian; English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; *Armenian; Behavioral Objectives; Communicative Competence (Languages); Competency Based Education; *Daily Living Skills; Dialogs (Language); Food; Foreign Countries; Form Classes (Languages); Grammar; Health; *Interpersonal Communication; *Language Patterns; Pronunciation

and Engineering," (Janny Walker); "Dancing with Diversity: Evaluating Aesthetic Education in Nebraska's Freshman Seminar," (Suzanne Prenger and James McShane); "Profiles with Promise: A Pilot Program for At-Risk Students in Freshman Seminar," (Mary E. Parker and Lila G. Vars). (CH)

ED 401 783 HE 029 629

Clinton, William J.
Tribal Colleges and Universities. Executive Order.
PUB DATE- 21 Oct 96
NOTE- 6p.; Downloaded from the U.S. Department of Education Web Site: http://www.ed.gov. The number of the Executive Order does not appear on the downloaded version.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); *Alaska Natives; *American Indian Education; American Indian Languages; American Indian Reservations; *American Indians; Community Control; Disadvantaged Environment; Economically Disadvantaged; Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; Financial Support; Government School Relationship; Higher Education; *Tribally Controlled Education; *Tribal Sovereignty; Trust Responsibility (Government)
IDENTIFIERS- Navajo Community College Assistance Act 1978; Tribally Controlled Comm Coll Assist Act 1978

This presidential executive order was issued to: (1) ensure that tribal colleges and universities are more fully recognized as accredited institutions of higher education, have access to opportunities afforded other such institutions, and have federal resources committed on a continuing basis; (2) establish a mechanism to increase accessibility of Federal resources in tribal communities; (3) promote access to educational opportunities for economically disadvantaged students; (4) promote preservation and revitalization of American Indian and Alaska native languages and cultural traditions; (5) seek innovative approaches to link tribal colleges with early childhood, elementary, and secondary education programs; (6) and support National Education Goals. The Order defines tribal colleges and universities as those institutions cited in Section 532 of the Equity in Education Land-Grant Status Act of 1994, plus those that qualify for funding under the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College, authorized in the Navajo Community College Assistance Act of 1978. It establishes a Board of Advisors and delineates its role and establishes an Office of House Initiative to provide staff support for the Board and provide liaison between the tribal college and the executive branch. The Order also defines department and agency participation and establishes a 5-year federal plan to fulfill the purpose of the Order. (CH)

ED 401 784 HE 029 630

Henderson, Cathy
Who's Coming to Campus? Admission Policies for Entering Freshmen at Public Universities.
PUB DATE- Aug 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

related institutions; and the fall 1995 student headcount for public health-related institutions. A glossary of campus planning terms is included. (JLS)

ED 401 801   HE 029 648

An Overview of Texas Public Higher Education Funding for 1996-1997 Biennium.
PUB DATE- Apr 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; College Administration; Community Colleges; Expenditure per Student; Expenditures; *Financial Support; Higher Education; Income; *Public Colleges; Research and Development; Resource Allocation; State Agencies; State Colleges; State Universities; *Tax Allocation; Teacher Salaries; Tuition
IDENTIFIERS- Ranking; *Texas

This document presents text and graphs to provide a broad overview of financing for public higher education in Texas. Texas public institutions of higher education include more than 140 campuses with a total of $9.9 billion in appropriated funds for 1996-97. Universities receive $2,810,346,704 in general revenues for 35 institutions, and health-related institutions receive $1,500,489,397 for 9 institutions. Community and junior colleges receive $1,310,499,705 for 50 districts, and technical colleges will receive $106,324,332 in general revenues for 7 institutions. The Texas Higher Education Coordinating Board is allocated $338,236,390, mainly for administration of student loans. In a national comparison, Texas was found to be 21st in the nation in per-enrolled-student appropriations and 26th in per-student funding of institutions when tuition and fees are included. In tuition and fees charged, Texas ranked 42nd out of 46 states reporting and 45th out of 45 states reporting charges for resident graduate students. Texas is ranked 32nd in faculty salaries nationally among public institutions and sixth in federally funded research and development activities at institutions of higher education. An appendix details general revenue appropriations by institution. (JLS)

ED 401 802   HE 029 649

Baccalaureate Graduation Rates.
PUB DATE- Oct 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Academic Standards; *Bachelors Degrees; Comparative Analysis; Dropout Rate; Enrollment Influences; Enrollment Rate; Ethnic Groups; *Graduation; Higher Education; Institutional Characteristics; Part Time Students; Public Colleges; School Holding Power; State Colleges; *State Universities; Statistical Data; Time Factors (Learning); Transfer Students; Undergraduate Study
IDENTIFIERS- *Texas; *Time to Degree

This report presents tables, graphs, and text summarizing baccalaureate graduation rates in Texas beginning with a cohort of first-time, full-time students who entered a public college or university in Texas in 1985. Graduation rates are typically described as the percentage of first-time, full-time students

*Strategic Planning; *Systems Approach; Teamwork
IDENTIFIERS- *Ziegenfuss (James T Jr)

This paper provides the framework and context for a systems approach to planning, detailed descriptions of specific steps in the planning process, conclusions, and questions for consideration when executing strategic planning in higher education. The analysis is based on the work of James T. Ziegenfuss, Jr. in his book "Designing Organizational Futures: A Systems Approach to Strategic Planning with Cases for Public and Non-Profit Organizations." The systems model for strategic planning for public agencies presented includes the following steps: (1) planning to plan; (2) internal assessment--institutional scanning; (3) external assessment, environmental scanning; (4) developing a vision; (5) matching the vision to the present; (6) developing strategies; (7) developing and implementing programs; and (8) updating and maintaining the program. Planning steps for higher education are seen to be essentially the same. The role and leadership of the college or university president to the planning process is stressed as is the need for a concerted effort at the highest levels of the planning effort to make certain that the information provided by the subunits is complete and representative. The report also notes that it is unlikely that the planning process will be able to adequately address all the environmental forces shaping the university, and the university may wish to consult with an outside agency. (MAH)

ED 401 822   HE 029 671

Coperthwaite, Corby A.; Knight, William E.
Student Input, Student Involvement, and College Environment Factors Impacting the Choice of Academic Major.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Boston, MA, May 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; College Sophomores; Course Selection (Students); *Decision Making; Educational Environment; Educational Planning; Enrollment Influences; Higher Education; *Majors (Students); National Surveys; Student Attitudes; *Student Characteristics; Student Educational Objectives; *Student Participation
IDENTIFIERS- *High School and Beyond (NCES)

This study investigated the ability of student inputs, student involvements, and college environments to predict seven groups of academic majors. The research was conducted using a sample of college sophomores extracted from High School and Beyond 1982 follow-up cohort, N=43,614 (weighted). Among the findings of the hierarchical discriminant function analysis was that the combined effects of the three blocks of variables appeared to be the most effective model. Implications of the results for practice, theory, and research are discussed. The study considered the following inputs: race, gender, high school course work, proposed field of study in college, highest degree expected, academic ability, family background, and personality factors. Involvement indicators were: type and degree of involvement in college activities; course work completed in college; importance of success, money, friends, work, and children; family orientation; and community orientation. Environments comprised: indexes of satisfaction with college facilities; faculty; curriculum; cultural and intellectual develop literacy skills. The class uses two personal computers connected to the Internet, several full access accounts, and a few other personal computers used offline. LBE-E is divided into seven sections that cover the four literacies model central to CGEA: general editorial, personal issues and problems; current affairs; film, video, and book reviews; local issues; the world of work; and soap opera gossip. Each student takes responsibility for editing a section. The leap from print-based to electronic literacies is disconcerting for students and teachers. Electronic mail content is sometimes limited to the occasional request for "pen pals" or an argumentative issue that sets out to provoke a response. This latter tendency has hampered the building of dialogues. In student writing, a synthesis of abstract thought and personal voice appear, suggesting that students are in search of a reply and discourse. To introduce students to the World Wide Web, the teacher uses metaphors and lay terms to describe Hypertext Markup Language and how it works. (YLB)

ED 401 386   CE 072 791

Ohio Job Outlook: 1994-2005. Industry Employment Projections Report and Occupational Employment Projections Report.
PUB DATE- Jun 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Demography; Employed Women; Employment Opportunities; Employment Patterns; *Employment Projections; Futures (of Society); *Labor Market; Labor Needs; *Labor Supply; Minority Groups; Older Adults; *Statewide Planning
IDENTIFIERS- *Ohio

Projections for the Ohio work force from 1994-2005 indicate the future supply of workers will increase from 5.537 million to 6.077 million. The demographic composition of the labor force is expected to change as Ohio's population ages and work force participation continues to increase. The bulk of Ohio's labor force will be in the 35-54 age group. A slight declining trend for men and moderate increase in women's participation will continue. The labor force 55 years of age and older will grow faster than the younger labor force. The minority share of Ohio's labor force will continue to increase. The value of output produced in Ohio, gross state product, is expected to increase by 2.2 percent. Per capita income relative to the United States is expected to remain steady. The Ohio economy is projected to create more than 700,000 new jobs. Service-producing industries will account for virtually all job growth. Professional, paraprofessional, and technical workers represent the largest major occupation category which is projected to grow at the fastest rate. Health occupations will account for one in six new jobs. In general, the Ohio economy will provide jobs for workers at all educational levels, but individuals with more education and training will enjoy better job opportunities. (Following an executive summary are these sections: 31 charts and tables illustrating the findings; industry employment projections report using Standard Industrial Classification codes; and occupational employment projections report using Dictionary of Occupational Titles codes.) (YLB)

ED 401 387   CE 072 827

Series.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Guides; *Informal Assessment; *Performance Tests; *Portfolio Assessment; Portfolios (Background Materials); Scoring; *Student Evaluation; Test Construction; *Testing; Test Interpretation; Test Results

This book is designed to help adult educators become skillful in conducting an informal assessment of learning. Chapter 1 gives a background in the basic concepts of assessment and stresses the importance of assessing the design of activities and the behaviors as well as the achievements of learners. Chapter 2 introduces the use of the planning grid for devising long-term assessment programs and describes a series of practical techniques for gathering data about learners' learning activities, behaviors, and progress. Chapter 3 describes the appropriate uses for traditional paper-and-pencil tests. It illustrates principles for planning tests and writing objective and essay questions. Chapter 4 considers scoring and interpreting test results. It concludes with a discussion of the limitations of paper-and-pencil tests. Chapter 5 describes performance assessments and highlights the complementary roles of traditional testing and performance and assessments. Chapter 6 details procedures for collecting performances and products in portfolios to display learner progress toward individual goals. Chapter 7 contains illustrations of how the strategies and tactics of informal assessment can be applied in specific adult learning settings. Chapter 8 concludes with the principles of informal assessment and how they pertain to issues that cut across all areas of adult education. Contains 27 references and an index. (YLB)

ED 401 405 CE 072 896

Cunningham, Phyllis, Ed.; And Others
Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education. Proceedings of the International Adult & Continuing Education Conference (Seoul, Korea, May 27-28, 1996).
SPONS. AGENCY- Korea Research Foundation, Seoul.
PUB DATE- May 96
NOTE- 195p.; For individual papers, see CE 072 897-913.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Case Studies; Continuing Education; Educational Environment; Educational Needs; Educational Philosophy; *Educational Practices; Educational Research; *Educational Trends; Females; Foreign Countries; Higher Education; *Modernism; *Non Western Civilization; Older Adults; *Role of Education; Workplace Literacy
IDENTIFIERS- Africa; Canada; Japan; Korea; *Postmodernism

This document contains 17 papers, organized in three sections, presented at a conference on Eastern and Western adult and continuing education. The following papers are included in

Today, the adult education movement is at a crossroads in the United States. It will mean rethinking about definitions, purposes, and ends/means. The result will be a brighter path to the future and a clearer story of the past. (Contains 13 references.) (KC)

ED 401 422 CE 072 913

Down, Barry
Post Modernity and Continuing Education: Becoming Critical Learners.
PUB DATE- May 96
NOTE- 15p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Continuing Education; Critical Thinking; Cultural Awareness; *Cultural Influences; *Educational Attitudes; Educational Change; Educational History; *Educational Philosophy; Educational Practices; *Employer Employee Relationship; Foreign Countries; Modernism; *Role of Education
IDENTIFIERS- *Postmodernism

The social condition known as postmodernity has an impact upon education in that it creates global marketplaces, increased marginalization of more workers, and privatization of institutions, including educational institutions. The postmodern culture revolves around the excesses of marketing and consumption and the social relations of postindustrial capitalism. In this world, "fast capitalism" requires workers to be adaptive and proactive to change and to become "partners" in a competitive business that regards knowledge as a product to be owned rather than power to be shared. The implication of this culture for education is that learners must learn how to learn and to solve problems. The postmodern culture, however, asks that learners not question this paradigm. In this scenario, education is regarded as a means of producing more productive workers, whereas questions of how education can improve the lives of the disadvantaged are ignored. Practical guidelines to a more socially critical approach to education should include the following: trying to change social relationships, asking questions about the socially just nature of educational experiences, looking at the familiar differently, and seeing teaching as a form of critical intellectual struggle. The development of educational guidelines and practices for the future should include the following: (1) develop a shared understanding of the "new culture" among all participants; (2) allow more time and more flexible work organizations to allow participants to discuss and negotiate the content, pedagogy and evaluation of their own learning; (3) build opportunities for critical reflection, analysis, and action into educational programs for all participants, including teachers; (4) understand the political configurations of education; and (5) include personal biographies of learners in the shared learning that students and teachers bring to school in order to promote a shared understanding of the social construction of reality. (Contains 19 references.) (KC)

ED 401 423 CE 072 915

development center that produced these standards and curriculum; (2) an industrial maintenance mechanic competency profile of job duties and tasks; (3) an industrial maintenance mechanic duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Algebraic Concepts; Direct Current Circuits I; Industrial Maintenance Safety Procedures; Industrial Mechanics I; Introduction to Microcomputers; English; Alternating Current I-II, Pumps and Piping Systems; Industrial Hydraulics; Interpersonal Relations and Professional Development; Industrial Mechanics II; Industrial Pneumatics; Refrigeration Fundamentals; Metal Welding and Cutting Techniques; Lathe Operations I; and Industrial Maintenance-Mechanical Review. Each course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. Two appendixes contain industry competency profiles and the pilot program narrative. (KC)

ED 401 438 CE 072 931

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 8: Sheet Metal & Composites, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 187p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Manufacturing; Course Content; Curriculum Development; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; Machinery Industry; Machine Tools; Machinists; Manufacturing Industry; *Metal Working; Postsecondary Education; Secondary Education; *Sheet Metal Work; *Standards; Teaching Methods

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the sheet metal and composites specialty area. (A sheet metal and composites technician is a person who plans, lays out, cuts, fabricates, and joins sheet metal to produce a work piece to referenced engineering standards.) This volume is organized in the following sections: (1) a profile of Texas State Technical College, the development center that produced these standards and curriculum; (2) a sheet metal and composites technician competency profile of job duties and tasks; (3) a sheet metal and composites technician duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course

IDENTIFIERS- *Leader Effectiveness Index

This booklet is intended for practitioners interested in administering, hand scoring, and providing individualized feedback reports on the Leader Effectiveness Index (LEI), a seven-item instrument designed to provide assessment data on leader effectiveness. The following topics are discussed in the booklet's six sections: preparing the instruments for use; administering the instruments; following up on nonrespondents and scoring responses; preparing individualized feedback reports; presenting the feedback reports to ratees; and following alternative directions for administering the LEI by mail. The bibliography lists 14 references. Appendixes constituting approximately 70% of this document contain the following: sample LEI individualized feedback report, sample and blank additional information form and ratee identification forms; directions to ratees for having raters fill out the LEI forms; sample and blank LEI scoring worksheets; chart comparing average LEI observer ratings with the vocational administrator and vocational teacher leader norm group; and sample LEI individualized feedback report. A copy of the LEI is also included. (MN)

ED 401 454 CE 072 962

Little, Judith Warren; And Others
High School Restructuring and Vocational Reform: The Question of "Fit" in Two Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Articulation (Education); *Career Academies; Case Studies; Change Strategies; Cooperative Planning; Curriculum Development; *Educational Change; Educational Needs; High Schools; Integrated Curriculum; Job Training; *School Restructuring; *Vocational Education
IDENTIFIERS- California

The relationship between high school restructuring and vocational reform was examined in case studies of two moderately large comprehensive California high schools that have undertaken schoolwide efforts to establish new forms of social organization for teachers' and students' work. Over the 2-year study period, several visits were made to each site. During those visits, data were collected from the following sources: interviews with teachers, administrators, counselors, students, and community members; observations of classrooms, meetings, teacher planning sessions, and inservice education activities; and reviews of key school documents. Despite several important differences, the reform processes at the two schools shared certain common conditions, including the following: the restructuring environment was very conducive to new forms of vocational education without fundamentally altering the division between academic and vocational goals for most students or teachers; career academies emphasized the dual mission of career preparation and college preparation; curriculum integration received widespread support; efforts to establish new curricular connections concentrated on discovering "authentic" connections across subjects; new opportunities were created for collegial contact and collaborative work among teachers; and academic teachers came to admire the vocational teachers' expertise and achievements.

"your self," "your world," and "your path." "Your self" includes body, mind, and heart, absorbing the world and making some sense of it. "Your world" is the external world that one encounters through the senses. "Your path" is where the person touches the world--the difference one makes by being there. The book provides numerous exercises and examples in each chapter to lead the reader through the process of developing a signature path through life. (KC)

ED 401 472   CE 073 011

Jacobs, Johan
Remuneration of Graduates, as at 1 July 1994. Engineer, Architect and Related Occupations = Vergoeding van Gegradueerdes, soos op 1 Julie 1994. Ingenieur, Argitek en Verwante Beroepe.
PUB DATE- 96
NOTE- 36p.; For related reports, see ED 399 438 and CE 073 012-017.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Architects; *Compensation (Remuneration); *Engineers; Foreign Countries; Fringe Benefits; Geographic Regions; Graduate Surveys; Higher Education; *Outcomes of Education; Private Sector; Public Sector; Racial Differences; Salary Wage Differentials; Self Employment; Sex Differences; Tables (Data); *Technical Education; *Wages
IDENTIFIERS- *South Africa

This document, which is based on data gathered during a September 1994 mail survey of 215,284 South African graduates that elicited a total response rate of 18.3%, details the remuneration of graduates (as of July 1, 1994) in a wide range of engineering and architecture-related occupations in the public and private sectors and in self-employment. Presented first are brief descriptions of the survey group, survey questionnaire, procedures used to analyze/present the data, and nature/scope of data reported under the following categories: salary, fringe benefits, package, percentile value, occupation, employer sector, geographical distribution, post level, age/years of work experience, employment status/working hours, and economic sector. The nine tables constituting the remainder of the document present data on the following: median income of graduates working full time according to employer sector/occupation (overall and by gender), occupation/region/employer sector; occupation/post level/employer sector; occupation/work experience/employer sector; and occupation/working hours/employer sector; median income of full-time employees and self-employed persons according to occupation/economic sector; comparison of the income of men and women working full time according to occupation/work experience; and median income of graduates working full time according to occupation/work experience/population group/employer sector and field and level of study and employer sector. Included in the document are English and Afrikaans versions of the study report. (MN)

ED 401 473   CE 073 012

Jacobs, Johan
Remuneration of Graduates, as at 1 July 1994. Natural, Computer and Agricultural Science Occupations = Vergoeding van Gegradueerdes, soos op 1 Julie 1994. Natuur-, Rekenaar- en Landbouwetenskapberoepe.

majors; work-based learning; connecting abilities; and collaborations. (Appendixes include a progress report that correlates system component with strategies and progress to date, future work plan activities, and individual STW achievements/student results.) (YLB)

ED 401 489 CE 073 056

TECHlinx Workforce Education Clearinghouse Resource Catalog. A Guide to Resources. Volume 1, Number 2.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Dec 96
NOTE- 281p.; For a related final report, see CE 073 057.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Counseling; Career Development; *Clearinghouses; Curriculum Development; Dropout Prevention; *Information Services; *Information Utilization; Integrated Curriculum; Job Skills; *Labor Force Development; Occupational Information; Postsecondary Education; Professional Development; Secondary Education; Sex Fairness; State Programs; *Technical Education; Technology Education; Tech Prep
IDENTIFIERS- *Texas

Developed by the TECHlinx Workforce Education Clearinghouse project, this catalog is designed to assist work force educators in identifying and acquiring materials related to their information needs. Many of the listed resources are available directly from TECHlinx; some may be obtained from other clearinghouses, publishers, agencies, and organizations. Resources in the TECHlinx clearinghouse include Perkins-funded projects, reports, bibliographies, journal articles, periodicals, curriculum guides, manuals, and others. Materials are listed alphabetically by title. A subject index to titles appears first. The alphabetical guide to resources follows. Each entry provides the full title, author, place and date of publication, a description of the item, and ordering information. Other contents are as follows: a listing of journals and newsletters that provides title, editors, publishers, description, and ordering information; 34-item annotated bibliography for the TECHlinx lending library; TECHlinx order forms; search request forms; and information on how to access the TECHlinx website. Representative subjects include the following: agriculture; career counseling; career development; curriculum development; dropout prevention and retention; equity; health; human services programs; integrated education; professional development; school-to-work, apprenticeships, partnerships; skill standards; special needs; tech prep; technology programs; and work force development. (YLB)

ED 401 490 CE 073 057

Perry, Pamela; And Others
TECHlinx Technical Education Clearinghouse. Final Report. Project Year 1995-1996.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 15 Aug 96
NOTE- 312p.; For a related resource catalog, see CE 073 056. Last section, "Presentation Products," consists of a diskette and videotape not included in this document, and are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.

What specific services must be provided? (4) How will these services be paid for and who will receive payment? This paper discusses approaches to answering these questions. Topics include difficulties related to financing school-based health centers through third-party payments, recent events which have had a major impact, the essential step of defining a school-based health center, and alternative reimbursement models as funding strategies. Six figures and three tables present data and statistical analysis. An appendix presents 1994 state guidelines for school-based health centers. Contains 37 references. (RB)

ED 401 508 CG 027 125

Beaty, Lee A.
Is Relaxation Training Effective in the Treatment of Clinical Depression?
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Restructuring; *Depression (Psychology); *Emotional Disturbances; Medical Care Evaluation; Psychopathology; *Psychophysiology; Psychotherapy; *Relaxation Training; *Stress Management

The process of relaxation is a complex triarchic phenomenon that incorporates behavioral, cognitive, and physiological components. Existing literature is surveyed in order to determine the efficacy of treating various forms of depression with cognitive-behavioral relaxation strategies. Relaxation training has been shown to be effective in treating a variety of psychosomatic problems, including muscle contraction headaches, asthma, hypertension, and panic attacks. Successful treatment of these problems, which have a physical and psychological overlap, indicates that relaxation training may be a beneficial intervention strategy. It also may produce acceptable success rates in treating depressive disorders when used in combination with other therapies. However, empirical findings have been mixed in regard to relaxation training's effectiveness in treating various types of depression, and more research is clearly needed before therapists can be confident that it is really effective in treating clinical depression. Contains 15 references. (TS)

ED 401 509 CG 027 143

Catalog of Selected Federal Publications on Illegal Drug and Alcohol Abuse.
PUB DATE- 93
NOTE- 53p.; Prepared for the Inter-Agency Working Group of Federal Clearinghouses.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Abuse; Catalogs; *Drug Abuse; Drug Addiction; *Drug Education; Drug Rehabilitation; *Federal Programs; Health Education; Instructional Materials; Publications; Reference Materials; Reference Services; Resource Materials

A concise collection of federal publications in the area of illegal drug and alcohol abuse, this catalog begins with a listing of seven federal clearinghouse, with information on services, user audience, and a contact provided for each. The

IDENTIFIERS- *State University of New York Coll at Brockport

Two literacy programs based at the State University of New York, College at Brockport (SUNY-Brockport) universities have achieved some success, but both programs have changed, for various reasons. University students have much to gain from their involvement in literacy programs, including the satisfaction of helping others, the opportunity to learn about the institutions and organizations in which the literacy programs are situated, and identification of academic and career paths they might not have otherwise considered. The Promote Yourself Career Development Program was developed and supported through federal funds. Literacy help provided to members of two labor unions representing maintenance, clerical, and food service workers ranged from basic skills for job retention to advanced skills for career advancement. Participants met with tutors on a one-to-one basis at times convenient for both. Federal funds were eliminated and the program ended. The second program, the Student Literacy Corps, reached out into the surrounding community to provide literacy instruction. University student tutors worked within the structure of existing literacy programs and earned three credits in experiential education. Most students tutored more than the required 60 hours, and some exceeded 100 hours. The Student Literacy Corps now serves few adults--most of the tutoring is done with children in elementary school. (RS)

ED 401 528 CS 012 651

Ediger, Marlow
Sequence in Reading Instruction.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Outcome Based Education; Program Effectiveness; Programmed Instruction; *Reading Instruction; *Reading Programs; *Sequential Approach; Student Centered Curriculum; Teacher Behavior
IDENTIFIERS- Distar Reading Program

The numerous approaches in the teaching of reading can be summarized by discussing logical versus psychological approaches in teaching reading. The teacher is the dominant person in stressing a logical reading curriculum for pupils. The sequence comes from outside of the pupil but is arranged by the professional reading teacher to provide optimal benefit to learners. Distar, programmed reading, outcome based education, and programmed learning are examples of logical reading curricula. Toward the other end of the continuum is a psychological approach, where the pupil needs to be strongly involved in determining objectives, learning activities, and evaluation techniques. Individualized reading and the experience chart approach are examples of the psychological approach. The following guidelines for an optimal reading program are recommended: (1) each pupil begins at a point where he/she is ready to achieve as optimally as possible; (2) the learner experiences continual progress successfully in reading; (3) the four vocabularies--listening, speaking, reading, and writing--are integrated in a quality reading program; (4) major emphasis is placed on reading literature, not analyzing words into components; (5) multimedia approaches are used to motivate pupils so that an inward desire in learning to read is inherent; and (6) learning to read as a lifetime endeavor is

ED 401 547 CS 215 554

Brand, Alice G.
Values: Understanding Written Language and the Mind through Brain Biology.
PUB DATE- Mar 96
NOTE- 53p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Learning Processes; Models; *Neurological Organization; *Neuropsychology; *Values; Writing Difficulties; *Writing Instruction; *Written Language
IDENTIFIERS- Brain Research; *Neurosciences; *Subjectivity

Suggesting that neuroscience and the actualities of brain circuitry can provide guidance for what is misunderstood in writing education, namely, the role of subjectivity and values in the composing process, this paper argues that neuroscience provides corporeal evidence for the salience of particular brain structures and processes responsible for subjectivity. The paper discusses 3 fundamental human realities that lay the ground work for this claim: (1) the sociology of the brain; (2) the psychology of the brain; and (3) the physical brain--the public, scientifically observable and verifiable realm of the material being; the brain is tangible, its activities measurable. Sections of the paper also discuss Charles Darwin and language learning; the brain's selection processes that create the mind; higher-order consciousness and writing; primary consciousness; theory of neuronal group selection; memory and value; and language and values. The paper concludes that if writing instructors begin to understand brain anatomy and circuitry as partly hardwired and unconscious and partly amenable to conscious choice, they may be better able to appreciate impairment--writing problems may be emotional problems, situational problems, or biological problems that take various forms. Contains 58 references and 4 figures illustrating brain anatomy or models of learning processes. (RS)

ED 401 548 CS 215 556

Meskill, Carla; Swan, Karen
Response-based Multimedia and the Culture of the Classroom: A Pilot Study of "Kid's Space" in Four Elementary Classrooms. Report Series 2.26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; Creative Activities; Elementary Education; Language Arts; Literature Appreciation; Montessori Method; *Multimedia Instruction; Pilot Projects; Program Effectiveness; Program Implementation; Student Motivation; Teacher Behavior; Urban Education; Use Studies
IDENTIFIERS- *Kids Space; New York

A pilot study describes the prototype design and classroom implementation of "Kid's Space," a response-based multimedia application for literature teaching and learning. "Kid's Space" was designed around the metaphor of a universe populated by the

Microcomputers; *Newspapers; News Writing; *Policy Formation; *Technological Advancement; Television; Use Studies; Videotape Recordings

IDENTIFIERS- Communications Decency Act 1996; Journalists

The communication technology and policy section of the Proceedings contains the following 11 papers: "The Battle for the Net Frontier: Technology and Policy in an Age of Hype and Sensationalism" (Jan H. Samoriski); "Uses and Gratifications of the World Wide Web" (Barbara K. Kaye); "Comparing Consumer Feedback Channels: Newspapers versus Television" (Wayne Wanta and others); "Digitized Source Materials for News Stories: How Do Digital Technologies Affect Media Routines?" (David R. Thompson); "Do Quotes Affect Perception of Online News Stories?" (S. Shyam Sundar); "Changes and Consistencies: Newspaper Journalists Contemplate an Online Future" (Jane B. Singer); "The Communications Decency Act: A Call to Keep a User-Friendly Environment" (Justin Brown); "New Technologies in the American Oval Office and the Canadian Prime Minister's Office" (Betty Houchin Winfield and Michael Antecol); "The Fair Use of Video Clips in Electronic Publications on the World Wide Web" (Quint B. Randle); "Personal Computer Adoption and Internet Use" (Carolyn A. Lin); and "The Myth of a Technological Solution to Television Violence: Identifying Problems with the V-Chip" (Greg Makris). Individual papers contain references. (RS)

ED 401 566 CS 215 574

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Qualitative Studies Division.

PUB DATE- Aug 96

NOTE- 386p.; For other sections of these proceedings, see CS 215 568-580.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Advertising; *Journalism; Journalism Research; *Mass Media; Merchandising; *News Media; Political Issues; *Popular Culture; Publishing Industry; Qualitative Research; Television Viewing; War; Word Processing

IDENTIFIERS- Disney (Walt); Haiti; India; *Media Coverage; New York Times

The Qualitative Studies section of the proceedings contains the following 13 papers: "Writing as Theater: The Marketing of the Digital Word" (Sally McMillan); "Rethinking Ideology: Polysemy, Pleasure and Hegemony in Television Culture" (Luis Rivera-Perez); "Low Power FM: A Small History" (Gregory J. Adamo); "The Residue of Culture: An Ellulian Dialogic Analysis of Religious Imagery in a Network Television Drama" (Rick Clifton Moore); "News Values, News Strategies: "The New York Times" in Haiti, 1994-96" (Jack Lule); "Walt Disney, 1941-1966: Mass Media Products in Service of the American Way" (Joel L. Cliff); "Introducing Television to the American Home: A Dialectic of Structure and Practice in History" (Olaf Hoerschelmann); "Constructing the Nuclear-Waste Discourse: An Analysis of Coverage in Four Minnesota Newspapers of the Prairie Island Controversy" (Patricia Jane Berg); "Public Mind, Private Eye: Critical Orality-Literacy and TV Criticism" (Ralph Beliveau); "Feeding the Dinosaurs: Economic Concentration in the Retail Book Industry" (Jon Bekken); "Ryszard Kapuscinski: Epistemic Responsibility, Narrative Theory, and Literary Journalism" (James L. Aucoin); "Frames of Blame: A Textual Semiosis of

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communication Research; Conflict Resolution; *Interpersonal Communication; Interviews; Intimacy; *Marriage; Qualitative Research; Questionnaires; *Research Methodology; *Spouses
IDENTIFIERS- *Communication Patterns; Family Communication; Family Functioning; *Relational Communication

The communication patterns of young married couples may affect the satisfaction and longevity of the relationship. A study examined two young married couples who reported about their relationship with each other. Each couple was interviewed together, and then each member of each couple completed a questionnaire based on the ICPS Family Functioning Scale and selected a descriptor for the marital type which he/she believed best describes the marriage. Several themes and patterns emerged: both couples reported high levels of intimacy and interdependence; interdependence was also demonstrated in the interaction between relational partners in the co-construction of answers to the interview. Both couples reported a tendency not to triangulate parents or children into marital conflicts. Both couples reported high levels of similarity in likes and attitudes, and both couples exhibited characteristics of traditional and independent marital types. Future studies may consider applying analysis to conversational data inherent in the interview process. Given the findings of this study, combinations of research methods seem plausible and warranted in studies on family communication. The measures combined with the interviewing procedures seem to work well as a form of methodological triangulation. It is hoped that the methodology employed here can be utilized in further studies of relational communication. (Contains 3 notes and 26 references; ICPS Family Functioning Scale is appended, as are ideologies/beliefs about marriage questionnaire, relational communication interview protocol, and a table of data.) (Author/NKA)

ED 401 585 CS 509 378

O'Leary, Joann; Gaziano, Cecilie
Childbirth and Infant Development Knowledge Gaps and "Reverse Gaps": When Books Are Not Enough.
PUB DATE- 23 Nov 96
NOTE- 37p.; Paper presented at the Midwest Association for Public Opinion Research Annual Conference (Chicago, IL, November 23, 1996). Project supported by Hennepin Technical College and Abbott Northwestern Hospital, both in Minneapolis, and by a Rotary Foundation scholarship in Belfast, Northern Ireland.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Birth; *Child Rearing; Communication Research; *Early Intervention; *Educational Background; *Individual Development; *Information Sources; *Interpersonal Relationship; Research Methodology; Socioeconomic Status
IDENTIFIERS- Brazelton Neonatal Assessment Scale; *Knowledge Gap Hypothesis; Minnesota (Minneapolis); Northern Ireland (Belfast); Small Group Communication

The knowledge gap hypothesis predicts that infusions of information into an environment will lead to stronger relationships between education and knowledge for higher

Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Cooperation; *Educational Environment; Educational Improvement; *Educational Philosophy; Elementary Secondary Education; *Holistic Approach; Partnerships in Education; School Restructuring; *Social Psychology; *Student Development
IDENTIFIERS- Comer (James P)

Next to the family, the school has the most significant impact on children's growth and development. The School Development Program (SDP), a school-reform initiative, was designed by Dr. James Comer to provide students with a nurturing, challenging, and supportive school environment. The process emphasizes mutual respect and collaboration among and between parents and school staff in creating a positive school climate and developing effective school- and classroom-level activities that support and nurture all children along multiple pathways. This book tells the story of the SDP, chronicling its history and explicating its philosophy, principles, operations, and mechanisms. Chapter 1 outlines the chronological development of the program and describes its major components. Chapter 2 explains the theoretical framework that undergirds the program and shows how Comer's child-development and educational perspective is applied through the program. The third chapter highlights the role of parents, school staff, and community members in helping children develop well. The partnership between Southern University at New Orleans and the New Orleans Public School system to implement the SDP is described in the fourth chapter. Chapter 5 articulates a methodology for improving student achievement at the classroom level, and chapter 6 discusses the research and evaluation framework, process, and findings. Insights gained from implementation of the program over its 28-year history are presented in the final chapter. The data demonstrate that schools will not be able to do their share unless fundamental changes occur in the social and economic context of family and child life in America. An index, sample worksheets, 18 figures, and 7 tables are included. References accompany each chapter. (LMI)

ED 401 605   EA 028 035

Jennings, Nancy E.
Interpreting Policy in Real Classrooms: Case Studies of State Reform and Teacher Practice.
PUB DATE- 96
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Case Studies; Cognitive Development; *Constructivism (Learning); Educational Policy; Elementary Education; *Learning Strategies; Program Implementation; *Reading Instruction; *Reading Teachers; Theory Practice Relationship

In 1985, the Michigan State Board of Education revised state policy for reading instruction. The old definition of reading instruction concentrated on skills; the new one highlighted both the readers' role in constructing the meaning of text and the impact of reading experience on readers' textual interpretations. The new ideas for reading instruction implied that teachers would have to change their classroom practices. This book presents the stories of three teachers' reading practices--the changes that they made in light of the new policy and the changes that were they did not make. Data were gathered through interviews with and observations of the three teachers during the 1990-91 and 1991-92 school years and from central epistemological assumptions and the overriding values that have governed past curriculum debates between the conservative and progressive traditions. The second chapter examines the educational agenda of the new right and the philosophical and normative assumptions that undergird it, with a focus on moral and multicultural education and classical liberal conceptions of the individual, market economics, moral deliberation, and the state. Chapter 3 outlines more progressive educational agendas, particularly those related to revised understandings of democracy and social justice, and their relationship to an altered form of modern liberal consciousness. The fourth chapter focuses on educational critiques motivated by neo-Marxist, feminist, and racial/ethnic scholarship. Central to the radical analysis is an examination of structures of domination in schools and the society at large. Chapter 5 highlights the central tenets of postmodern analyses and points out difficult paradoxes. The sixth chapter suggests alternative ways to conceptualize the nature of freedom, character, and community. It also offers alternative ways to think about work in the United States. Chapter 7 suggests strategies for the progressive renewal of schools and universities, focusing on curriculum debates and issues. An index is included. (Contains 322 references.) (LMI)

ED 401 624 EA 028 060

Lagemann, Ellen Condliffe, Ed.; Miller, Lamar P., Ed.
Brown v. Board of Education: The Challenge for Today's Schools.
PUB DATE- 96
NOTE- 217p.; Originally published in "Teachers College Record," v96 n4, Sum 1995.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Affirmative Action; Civil Rights; Court Litigation; *Educational Discrimination; Educational Equity (Finance); *Educational Opportunities; Elementary Secondary Education; *Equal Education; Government School Relationship; Higher Education; Racial Discrimination; *School Desegregation
IDENTIFIERS- Supreme Court

The 1954 Supreme Court decision in the case of "Brown v. Board of Education of Topeka, Kansas" provided the legal basis for equal educational opportunity. More than 40 years after the decision, equal opportunity, equal access, and affirmative action remain issues of intense debate. This book offers essays by 23 prominent voices in American education, who discuss the issue of equal educational opportunity for all students. The essays include the following: (1) "An American Dilemma Still" (Ellen Condliffe Lagemann); (2) "Tracking the Progress of 'Brown'" (Lamar P. Miller); (3) "Dream Deferred but Not Defeated" (Roger Wilkins); (4) "The Unending Struggle for Equal Educational Opportunity" (Robert L. Carter); (5) "The Federal Government and the Promise of 'Brown'" (Brian K. Landsberg); (6) "The Legacy of 'Brown v. Board of Education'" (Constance Baker Motley); (7) "Revisiting the Supreme Court's Opinion in 'Brown v. Board of Education' from a Multiculturalist Perspective" (Kevin Brown); (8) "Public Opinion and School Desegregation" (Gary Orfield); (9) "Diversity and the New Immigrants" (Lamar P. Miller and Lisa A. Tanners); (10) "Two Cities' Tracking and Within-School Segregation" (Jeannie Oakes); (11) "Reexamining Social Science Research on School Desegregation: Long- versus Short-term Effects" (Amy Stuart Wells); (12) "Reflections on disconnected. This paper presents findings of a study that examined differences in teachers' ratings of effective principal leadership in magnet and nonmagnet schools in Cincinnati's (Ohio) system of school choice. The study also examined the influence of school demographics, student achievement, teacher professionalism, and workplace conditions on teachers' ratings of effective principal leadership. The sample included 10 magnet schools and 10 nonmagnet schools. survey of all teachers in the sample schools (n=628) elici 417 returns, a 66 percent response rate. Nonmagnet principals were rated as more effective leaders by their teachers than were nonmagnet principals. There was a lack of correlation between teachers' ratings of effective principal leadership and student outcomes. Indicators of teacher professionalism appeared to be the strongest predictors of effective principal leadership as rated by teachers, particularly teachers' perceptions of their opportunity to learn. Goal congruence and resources were significant predictors in both school types, and may be even more critical factors in nonmagnet schools. In magnet schools, greater school size was correlated with lower ratings of principal effectiveness. The discussion offers possible reasons for the findings. Four tables are included. (Contains 29 references.) (LMI)

ED 401 644 EA 028 097

Evans, Jennifer Payne
Communicator Style: A Study of Human Resource Managers.
PUB DATE- Nov 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Southern Regional Council on Education Administration (Savannah, GA, November 10-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Communication (Thought Transfer); *Interpersonal Communication; Interprofessional Relationship; *Organizational Communication; *Personnel Directors; *Personnel Management

Researchers who have focused on issues of interpersonal communication in organizations have concluded that it is an essential component of organizational life. This paper presents findings of a study that examined the communicator image of human-resource managers. A survey instrument called the Norton Communicator Style Measure (CSM) was sent to 136 Alabama members of the Society for Human Resource Management. A total of 109 managers responded, an 80 percent rate of return. Seventy-two percent of the respondents reported a positive communicator image. However, nearly 30 percent were uncertain or held a negative opinion about their personal communicator style. Future research is necessary to determine the impact of human-resource managers with low communicator images on the success of organizations. The findings have implications for all leaders, including principals, who are the instructional supervisors and human-resource managers for their schools. A principal's communicator image may affect his or her ability to attract the best teachers for the school. One table is included. (Contains 18 references.) (LMI)

ED 401 645 EA 028 098

Norris, Cynthia J.; And Others
Leadership Platforms: Perspectives and Prospects.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Interpreting; *Deafness; *Interpreters; Partial Hearing; *Qualifications; Quality Control; *Screening Tests; State Licensing Boards; *State Standards
IDENTIFIERS- *Virginia

Intended for individuals wishing to be qualified as Deaf Interpreters by the Virginia Quality Assurance Screening (VQAS) program of the Virginia Department for the Deaf and Hard of Hearing, this monograph describes the program in question-and-answer format. It addresses the following topics: what the VQAS is; who administers the VQAS; the Directory of Qualified Interpreters; the legal definition of a qualified interpreter; the difference between certification and screening; the components of the VQAS screening; the difference between interpreting and transliterating; the assessment structure; diagnostic skills assessed in the performance assessment; criteria used for awarding a screening level; scoring of the written assessment; scoring of the performance assessment; receipt of assessment results; failure to receive a screening level; competency indications of the levels awarded; the VQAS and educational interpreters; evaluation of cued speech transliterators; fees and schedules; preparation for the VQAS assessment; and sources of additional information. Attached is a glossary of terms related to deaf interpreting. (DB)

ED 401 662 EC 305 107

Educational Interpreting and Virginia Quality Assurance Screening (VQAS): Facts You Should Know.
PUB DATE- May 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; *Deaf Interpreting; *Deafness; *Interpreters; Minimum Competency Testing; Partial Hearing; *Qualifications; Quality Control; *Screening Tests; Sign Language; State Licensing Boards; *State Standards
IDENTIFIERS- *Virginia

This brief paper for individuals interested in being qualified as educational interpreters for the deaf in Virginia provides basic information about educational interpreting and competency requirements of the Virginia Quality Assurance Screening (VQAS) program. It explains: the goal of educational interpreting; the role of the educational interpreter; competence requirements; standards established in Virginia; components of VQAS screenings; the VQAS written assessment; minimum competency for the written assessment; development of the VQAS performance assessment materials; criteria for the performance assessment (to demonstrate voice-to-sign, sign-to-voice, and interactive technical abilities); proficiency and diagnostic feedback; reliability and validity standards; VQAS assessment schedules and registration; candidate participation; training opportunities; and sources of additional information. (DB)

ED 401 663 EC 305 122

Rogers, Byron, Ed.; Ensign, Arselia, Ed.
Your Child on the Bus: Transporting Students with Special Needs.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- Sep 96

Education in Schools: A University-Public School Partnership" (Martin E. Block and Luke Kelly); "Recreation-Human Services Partnerships: The Rural Recreation Integration Project" (Lynn Anderson and others); "Community Recreation for Young Adults: Project TRAIL" (John Dattilo and others); "Supporting the Whole Person: Southside Services" (Don Magnuson); and "Building the Community Membership of Older Adults with Developmental Disabilities" (Barbara Ann Thomas). (DB)

ED 401 680 EC 305 170

Olson, Jennifer; And Others
Inclusion through Transdisciplinary Teaming (ITT). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Consultation Programs; Cooperative Programs; Day Care Centers; Delivery Systems; *Disabilities; Early Childhood Education; Educational Change; *Inclusive Schools; *Interdisciplinary Approach; Mainstreaming; Management Systems; Outreach Programs; Quality Control; Self Evaluation (Groups); Strategic Planning; Teacher Collaboration; *Teamwork; *Technical Assistance
IDENTIFIERS- Project Head Start

This final report describes the Inclusion through Transdisciplinary Teaming (ITT) project, which provided support to personnel working in schools, child care centers, and Head Start programs as they designed and provided services that included young children with disabilities and their families. During its 3 years of outreach, ITT project staff offered 64 workshop presentations or on-site consultations where 1,787 individuals were trained or received technical assistance. The ITT model used strategic management theory to facilitate design and delivery of services within the primary target sites. An instrument, "Planning for Successful Inclusion," (PSI) was developed to help organizations produce change, facilitate the self-evaluation process, and focus on continuous improvement of quality services. Training and consultation were individualized to meet the needs of each site. Individual sections of the report describe the project's goals and objectives, theoretical framework, methodological problems and resolutions, and future activities. Extensive appendices include a list of instruments reviewed, the PSI Table of Contents, sample action plans, a sample of data collected, the training evaluation tool and data summary, and data on the use of the PSI by sites. (Contains 21 references.) (DB)

ED 401 681 EC 305 172

Lombardi, Thomas P.; Ludlow, Barbara L.
Trends Shaping the Future of Special Education. Fastback 409.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Educational Policy; Educational Practices; Educational Principles; *Educational Technology; *Educational Trends; Elementary Secondary Education; Futures

ED 401 699 EC 305 200

Team Conciliator's Manual. Conciliation Program.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 96
NOTE- 91p.; For related documents, see EC 305 198-199.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; Cultural Differences; *Disabilities; Elementary Secondary Education; Ethics; Group Dynamics; Interpersonal Communication; *Parent School Relationship; School Community Relationship; Special Education; *Teamwork
IDENTIFIERS- Case Management; *Oregon (Lane County)

This manual is intended for use in training volunteer community conciliators involved in resolving conflicts between schools and parents of special education students. After an introduction, the manual outlines the principles of conciliation, emphasizing that it should be voluntary, informed, self-determined, impartial, and confidential. Conciliation characteristics are noted, such as respectful, voluntary, collaborative, empowering, confidential, and future-oriented. The case development process and conciliation meeting processes are described. The importance of teamwork is stressed, including guidelines for being a good team member and attributes and roles of a conciliator. A section on communication skills considers attitudes, speaking and listening skills, nonverbal behaviors, participant interests and positions, and specific ways to use communication skills within the conciliation process. Additional sections address theories of conflict, cross-cultural aspects of the conciliation process, and ethics. Forms used in the process are attached. (Contains a bibliography of 25 items.) (DB)

ED 401 700 EC 305 202

Horne, Richard L.
The Education of Children and Youth with Special Needs: What Do the Laws Say? Interim Update.
SPONS. AGENCY- Academy for Educational Development, Inc., Washington, D.C.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 17p.; For earlier edition, see ED 333 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Civil Rights; Compliance (Legal); Court Litigation; *Disabilities; Educational History; *Educational Legislation; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Parent Rights; Preschool Education; Public Education; Special Education; State Legislation; *Student Rights
IDENTIFIERS- Individuals with Disabilities Education Act

This newsletter issue reviews the educational and civil rights of

English as a Foreign Language (EFL), (2) L2 writing instruction affects their L2 writing processes, (3) L2 writing instruction influences the L1 writing processes in a way indicating the process of transfer is bi-directional, and (4) L2 writing instruction affects attitudes toward writing in English and in Turkish. Subjects were eight Turkish students of EFL in freshman composition courses in an English-medium Turkish university. Data were drawn from analyses of think-aloud protocols, student compositions, questionnaires, and semi-structured interviews. Results indicate that L1 and L2 had more similarities than differences. In addition, writing instruction in L2 positively affected these EFL students' L1 and L2 writing strategies and attitudes toward writing, in both L1 and L2. (Author/MSE)

ED 401 720 FL 024 170

Zlatev, Jordan
A Functionalist-Constructivist Perspective on the Ontogenesis of Grammar: The Acquisition of Two Swedish Particles/Prepositions.
PUB DATE- 95
NOTE- 16p.; Version of a paper presented at the Groningen Assembly on Language Acquisition (1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Language; Foreign Countries; *Grammar; *Language Acquisition; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Native Speakers; *Prepositions; Stress (Phonology); *Swedish; Uncommonly Taught Languages
IDENTIFIERS- *Particles (Grammar)

A study explored the functionalist-constructivist approach to acquisition of grammar where word classes emerge as a result of distributional differences related to function. Focus is on acquisition of two Swedish forms, "i" and "pa," which can belong to the categories of either particles or prepositions, in two Swedish children, based on longitudinal corpus data. It was predicted that uses of the two forms with the same basic function (locative or directional) would not be acquired simultaneously as prepositions and particles, and that spatial uses of the forms would be acquired before non-spatial uses. Overall, results failed to confirm these predictions. Data for only one child and one form seemed to confirm both predictions. Both children showed no difficulty in acquiring non-spatial uses of "pa" simultaneously with or even before the spatial ones. Three experiments then tested (1) whether preposition and particle usages could be classified based on simple distributional data only, (2) whether consideration of stress patterns facilitated this analysis, and (3) a hypothesized conceptual structure for mapping acquisition. Results lent some support to the functionalist-constructivist approach to acquisition of word classes. Contains 24 references. (MSE)

ED 401 721 FL 024 173

Chalhoub-Deville, Micheline; Tarone, Elaine
Assessment Measures for Specific Contexts of Language Use.
PUB DATE- 8 Oct 96
NOTE- 35p.; Revised version of a paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English

DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Grammar; Grammatical Acceptability; *Interlanguage; Language Patterns; Language Research; *Language Universals; Language Usage; *Linguistic Theory; Native Speakers; Second Language Learning; *Second Languages; *Sentence Structure

A study extended previous research on second language learners' use of interlanguage knowledge in making grammaticality judgments. The grammatical construction under consideration is the existential-presentational (E-P) sentence. This construction is described, and it is shown how, due to universal constraints of information structure, it is ubiquitous across languages and at the same time, always in conflict with the canonical clause structure of the language. Use of this structure by both native and non-native speakers writing in response to a situation requiring use of E-P sentences is then examined, and results of the non-native speakers are compared to the baseline established by native speakers. Observed differences are discussed, and possible explanations are proposed. Contains 31 references. (MSE)

ED 401 744 FL 024 237

Vieyra-King, Melissa, Ed.; Calteaux, Karen, Ed.
Language Assessment and the National Qualifications Framework. Conference Proceedings (October 12, 1995).
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Change Strategies; *Competency Based Education; Educational Change; Educational Policy; *English (Second Language); Foreign Countries; *Language Planning; Language Skills; *Language Tests; Policy Formation; *Public Policy; Secondary Education; Second Language Instruction; Second Languages; Testing
IDENTIFIERS- *National Qualifications Framework (South Africa); *South Africa

The collection of discussion papers from an October 1995 conference in South Africa focuses on the implications of the country's new National Qualifications Framework (NQF), a policy initiative for reform and renewal of post-apartheid education, for language teaching and testing. Papers include: "Introductory Comments: Language Assessment and the NQF" (Edward French, Ihron Rensburg); "The NQF: Challenges in the Language Field" (Schalk Engelbrecht, Gerard Schuring); "Language Education and the National Qualifications Framework: An Introduction to Competency-Based Education and Training" (Daryl McLean); "Standards and Levels in Language Assessment" (Paul Musker, Sebolelo Nomvete); "The Assessment of Language Outcomes in ABET: Implications of an Approach" (Elizabeth Burroughs, Melissa Vieyra-King, Gabi Witthaus); "Issues Raised in Plenary: Summary" (conference participants); "Summing Up: Drawing the Issues Together: In the Context of Language Education Policy" (Neville Alexander); "Summing Up: Drawing the Issues Together: In the Context of the NQF" (Jeanne Gamble); and "Concluding Comments" (Khetsi Lehoko). A list of participants is appended. (MSE)

ED 401 745 FL 024 239

Kamhi, Alan G., Ed.; And Others
Communication Development and Disorders in African American Children: Research, Assessment, and Intervention.

Instruction; Proverbs; Regional Dialects; Second Language Instruction; *Second Languages; Transportation; *Uncommonly Taught Languages; Vocabulary Development; Volunteer Training; Workbooks; Work Environment
IDENTIFIERS- *Armenia

The instructional materials for Armenian are designed for the language training of Peace Corps volunteers in Armenia. They use a competency-based approach focusing on content, cultural context, and communication purpose simultaneously. Some are closely tied to work tasks, others to daily communication needs. A brief introductory section gives an overview of the structure, form classes, and alphabet of the eastern dialect. A series of 38 topically grouped lessons follows. Within each topic area, several competencies are specified; for each competency, a brief situational dialogue in Armenian, vocabulary list, grammar and vocabulary notes, and in some cases, pronunciation notes and/or a proverb are included. English translations of the dialogues and an Armenia-to-English glossary are appended. (MSE)

ED 401 765   FL 024 265

Manuel de Fulfulde (Fulfulde Manual).
PUB DATE- May 93
NOTE- 142p.; Some pages may not reproduce well.
LANGUAGE- French; Fulani
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- African Languages; Alphabets; Daily Living Skills; *Fulani; Grammar; *Interpersonal Communication; Morphology (Languages); Second Language Instruction; Second Language Learning; Uncommonly Taught Languages; Verbs; Voluntary Agencies; Volunteer Training; Workbooks
IDENTIFIERS- Peace Corps

This instructional guide for Fulani (Fulfulde), an African language, is designed for the language training of Peace Corps volunteers and focuses on daily interactions and activities in that context. A series of 32 lessons, each based on a single language competence, are presented in ten broad theme-based units. Themes include: greetings and introductions; expression of immediate needs; shopping; dealing with the tailor; health; meals; giving and getting directions; travel; daily activities; and gardening. Lessons consist of a specified competence, vocabulary list, list of related expressions, grammar and cultural notes, and exercises. One or more proverbs may also be included. Appended materials include a list of common expressions, notes on Fulani alphabet usage and morphology, and verb lists. Text is entirely in French and Fulani. (MSE)

ED 401 766   FL 024 275

Embleton, Sheila
Comments at Symposium "Against Multilateral Comparisons."
PUB DATE- 5 Jan 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (69th, New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

(141)
DESCRIPTORS- *Admission Criteria; *College Admission; *College Freshmen; Competition; Enrollment; Higher Education; *Land Grant Universities; Public Colleges; Recruitment; School Surveys; State Colleges; *State Universities; Student Characteristics; Student Recruitment; Trend Analysis

This report summarizes results of a survey of 104 institutions belonging to the National Association of State Universities and Land-Grant Colleges (NASULGC) in June 1996 concerning the institutions' admissions policies for first-year students. The report also includes data from a national survey of first-time, full-time freshmen enrolling in the fall of 1995. The two surveys looked at: admissions policies and recruitment strategies; application processes; enrollment caps and numbers of out-of-state students; and the characteristics of and competition for 1995 freshmen. The report concludes that, although public universities will continue to attract qualified students, fiscal restraints will restrain undergraduate enrollment during the next 10 years. The report also expects that competition among public universities will intensify across state borders. Also included are three summary charts showing: the geographic range of NASULGC institutions for the recruitment of first-year students (1990 and 1995); relative importance of various factors in the admissions process for first-year students in 1995; and percentage of NASULGC institutions reporting increased competition with different types of institutions during 1990-1995. An appendix which provides supplemental data from the NASULGC survey concerning admissions standards, number of applications per accepted student and yield rates, comparison of the 1995 first-year class with that of 1990, and competition with various types of institutions. (CH)

ED 401 785 HE 029 631

Hattendorf, Lynn C.
Educational Rankings of Higher Education: Fact or Fiction?
PUB DATE- 15 Jul 96
NOTE- 13p.; Paper presented at the International Conference on Assessing Quality in Higher Education (8th, Queensland, Australia, July 15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citation Analysis; *Comparative Analysis; Data Interpretation; *Educational Assessment; Educational Quality; *Evaluation Criteria; Evaluation Methods; Evaluation Problems; Evaluation Research; Evaluators; Faculty Publishing; Higher Education; *Institutional Evaluation; *Interrater Reliability; Multidimensional Scaling; Peer Evaluation; Reputation; School Statistics; Statistical Studies; Surveys
IDENTIFIERS- National Research Council; *Ranking

Since educational statistics, which are relatively easy to obtain, can only attempt to measure "quality," this paper asks how quality in higher education is assessed and how educational rankings, which are defined as benchmarks or attempts to measure, contribute to this process. The paper notes that while attempts to rank institutions of higher education date to the late nineteenth century, two seminal studies published in the 1980s and 1990s generated immense interest in the academic community and prompted much analysis. Since then there has been a proliferation of annual publications by the media, but the paper cautions that many are not published on a timely basis who earn baccalaureate degrees within 6 years of enrolling at a higher education institution. For Texas' public higher education institutions, these figures have been compiled for the past five 6-year periods. The graduation rate reflects both students who graduate from the institution in which they first enroll and students who transfer and graduate from another Texas public institution. Six-year graduation rates at Texas public universities improved 1.8 percent from the 1985 freshman cohort to the 1989 cohort. However, Texas rates still do not compare favorably with rates in other states and National College Athletic Association institutions. After 6 years, only 48.7 percent of the university freshman cohort had graduated. There are several factors that may explain these data. Students that require remediation are less likely to graduate within 6 years of initial college enrollment and 6 years is probably an inadequate period to determine how many community and technical college students are likely to earn a baccalaureate degree since nearly 50 percent of these students are enrolled part-time. After 6 years, 20.1 percent of the 1989 cohort is still enrolled in a public college or university and 26.8 of the community and technical college cohort is still enrolled in a public institution. (JLS)

ED 401 803 HE 029 650

Funding Formulas and Elements of Institutional Cost, Fiscal Years 1998-1999.
PUB DATE- May 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; College Faculty; Community Colleges; Educational Finance; *Financial Support; Higher Education; Nursing Education; *Public Colleges; Resource Allocation; State Agencies; State Colleges; State Regulation; State Standards; State Universities; *Tax Allocation; Teacher Salaries
IDENTIFIERS- *Funding Formulas; *Texas

This document contains the definitions and elements of institutional cost and funding formulas recommended for Texas public universities, health science centers (nursing faculty salaries only), and public two-year institutions in fiscal years 1998 and 1999. Texas public institutions of higher education will use these formulas to make their legislative appropriations requests in the fall of 1996 for fiscal years 1998 and 1999. Texas has been a pioneer in the development of formula funding for colleges and universities, beginning in 1959 when formulas were used for the first time. Two broad objectives are followed: (1) the formulas should provide an equitable distribution of available funds among institutions and (2) the formulas should indicate the funding needed to provide a first-class system of higher education for Texas. Specific dollar amounts are assigned to various budget categories and these are specific to the type of institutions. These are broadly divided into universities, health science centers, community and technical colleges, and faculty salary formula ratios. Extensive definitions of each element of institutional cost are also provided. (JLS)

ED 401 804 HE 029 651

Master Plan for Distance Learning: An Evolving Technological Process. In Response to House Bill 85 of the 74th Texas Legislature.

life; sports and recreation; social life; counseling and job placement; financial cost; prestige; and institution type, public vs. private. (Contains 20 references.) (MAH)

ED 401 823   HE 029 672

Student Loans Driving You Crazy? Consolidate with Direct Loans.
PUB DATE- 96
NOTE- 17p.; William D. Ford Federal Direct Loan Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Educational Finance; *Federal Programs; Financial Services; Higher Education; *Loan Repayment; Money Management; Paying for College; Student Costs; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending

This brochure contains suggestions for individuals repaying student loans on how they might benefit from Direct Loans, a program which consolidates multiple loans into a single account and offers favorable repayment terms, convenience, financial flexibility, and competitive interest rates. The brochure contains information on factors to be considered when deciding on loan consolidation: the interest rates for each loan; what one can afford to pay each month; how much one is willing to pay over the long term; how many payments are left on the loans; and what current lenders offer. Four repayment plans are described: (1) Standard (fixed payments over 10 years or less); (2) Extended (lower monthly payments over 12 to 30 years); (3) Graduated (payments rise gradually in two-year steps over 12 to 30 years); and (4) Income Contingent (payments linked to borrower's income for up to 25 years). The Direct Loan program's flexibility is stressed (repayment plans can be changed to fit individuals' developing careers), as is the program's "loan rehabilitation" option to deal with defaults. Four examples of how a Direct Loan can work are presented, along with lists of loans that are eligible or ineligible for consolidation. (MAH)

ED 401 824   HE 029 673

Self-Instructional Workbook for the ED Form 799.
PUB DATE- Mar 94
NOTE- 328p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Banking; *Educational Finance; Family Financial Resources; Federal Aid; *Federal Programs; Financial Aid Applicants; Financial Services; Financial Support; Higher Education; *Paying for College; *Private Financial Support; Recordkeeping; Records (Forms); *Student Loan Programs
IDENTIFIERS- Loan Programs

To assist in making funds available for student higher education loans and to keep their interest rates as low as possible, the Department of Education compensates participating lending institutions using a combination of interest subsidies and special allowance payments. Lenders use ED Form 799, Lender's

Bartik, Timothy J.
Economic Development Strategies. Upjohn Institute Staff Working Paper 95-33.
PUB DATE- Jan 95
NOTE- 37p.; Revised version substantially different published as chapter 11 of "Management Policies in Local Government Finance, 4th Edition" (International City/County Management Association 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Cooperative Planning; Demonstration Programs; *Economic Development; Educational Finance; Educational Needs; Financial Support; *Government Role; *Government School Relationship; Guidelines; *Job Training; *Labor Force Development; Models; Policy Formation; Program Design; Program Development; *Public Policy; State of the Art Reviews

This paper, which is intended as a guide for local government managers responsible for economic development policies, begins with a discussion of typical goals and practices of local economic development programs. Examined next are examples of local government involvement in economic development efforts through policies/activities such as the following: tax subsidies for branch plants; job training to provide businesses with workers; advice/support services for potential entrepreneurs; and extension services to help business modernize and export. Fifteen guiding principles for formulating goals of local economic development programs and organizing, implementing, and evaluating those programs are presented. Concluding the paper is a brief discussion of the policy implications of the thesis that effective local management of economic development requires careful targeting of limited public funds, leveraging of private resources, and cooperation of different groups in the local labor market area. Special emphasis is placed on the following economic development policies/strategies: encouraging local education and training institutions to be more responsive to small/medium-sized businesses' training needs through customized training; providing public support for quasi-private information and training services for small/medium-sized firms; and focusing on stabilizing the local tax base and improving overall labor market opportunities for local residents. The paper contains 79 endnotes. (MN)

ED 401 388 CE 072 865

Selective Service Presents a Teacher's Guide. Information Important to Pupils Pupae of the High School Species.
PUB DATE- 96
NOTE- 48p.; On the cover, "Pupae" is crossed out and "Pupils" is inserted.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Federal Legislation; *Federal Programs; High Schools; *Military Service; Program Implementation
IDENTIFIERS- *Selective Service

Section I, "Ideas and Tasks of Adult Education: Views of East and West": "Imagineries of 'East and West': Slippery Curricular Signifiers in Education" (Ted T. Aoki); "'Learning Perspective' in the Asian Viewpoint" (Kim Shinil); and "Learning to Learn: Western Perspectives" (Gene Roth). The second section, "Constructing Ideas and Tasks of Adult Education: Modernity and Postmodernity Perspectives," contains the following five papers: "Traditional Modernity, Postmodernity, and Communicative Modernity: Related Issues in Constructing Roles and Learning Tasks of Adult Education" (Ramon Flecha); "Conceptualizing Our Work as Adult Educators in a Socially Responsible Way" (Phyllis Cunningham); "Modernity and Postmodernity Related Issues in Developing Ideas and Tasks of Adult Education in Korean Context" (Kyung Hi Kim); "The Post-Modern Condition: Reformulating Adult Education Pedagogy" (Mark Tennant); and "West in East and Vice Versa, or Globalization in Adult Education" (Ki Su Kim). The final section, "Adult Education Programs and Practice: The Case Studies Approach," includes these nine papers: "Center of Research for Education of Adults (CREA): Some Crucial Issues" (Ramon Flecha); "Ideological Space Makers: The Needs in Graduate Programs in Adult Education" (Phyllis Cunningham); "Senior Citizen Education in Korea: Current Status and Demands" (Ki-hyung Hong); "An Afrocentric Feminist Perspective on the Role of Adult Education for Diverse Communities" (Vanessa Sheared); "Adult Retraining in Canada: Some Issues" (Ki Su Kim); "Adult Education for a Multiethnic Community: Japan's Challenge" (Koichi Sasagawa); "Consideration of Selected Influences on Work Place Learning" (Gary Confessore et al.); "A Proposed Historiography of Adult Education" (Glenn Smith); and "Postmodernity and Continuing Education: Becoming Critical Learners" (Barry Down). Contains 19 references. (KC)

ED 401 406 CE 072 897

Aoki, Ted T.
Imaginaries of "East and West": Slippery Curricular Signifiers in Education.
PUB DATE- May 96
NOTE- 8p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Cultural Context; Educational Philosophy; Foreign Countries; *International Relations; *International Trade; *Non Western Civilization; *Western Civilization

The labels "East and West," suggest two distinct cultural wholes. "East and West" is understood as a binary of two separate preexisting entities, which can be bridged or brought together to conjoin in an "and." This image has dominated Western modernist thought in the works of historians, anthropologists, and others. Educators, like tourists or business people, may be overly emphasizing "crossing" from one nation to another, from one culture to another, as in bridging across from land to land. By viewing a bridge not as a mere path for human transit or route for commerce, but as a dwelling place for people, one can move away from the identity-centered "East and West" and into the space between. To try to change an identity-oriented image into one that allows someone into the space between "East

Business and Education Standards Program - Development of Standards and Certification for Welders . Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 240p.; For Level I guide and specifications, see ED 398 388-389; for Level II, see CE 072 916-917; for Level III, see CE 072 918-919.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Advisory Committees; Competency Based Education; Educational Needs; *Employment Qualifications; National Surveys; Needs Assessment; *Partnerships in Education; Postsecondary Education; Professional Associations; School Business Relationship; Secondary Education; *Student Certification; Task Analysis; *Trade and Industrial Education; Unions; *Welding
IDENTIFIERS- *National Standards

The American Welding Society (AWS) Education Grant Committee was organized in 1993 to unite employers, trade unions, educators, technical specialists, welding equipment manufacturers, and AWS members in efforts to develop national skills standards for training and certifying entry-level, advanced, and expert welders. Data were collected through the following activities: survey of industry and education representatives in all 50 states (20% of the 9,733 survey instruments distributed were returned); comparison of the survey findings with past AWS studies; and task analyses for all three welding skill levels. The survey and analysis results were used to develop the national standards, curriculum guidelines, and certification programs for all three welding skill levels. Fourteen related products/programs were also produced, including the following: specifications for the qualification/certification for the different skill levels, training guides, career guidance videotape, three certification programs, and program for schools willing to commit to using the curriculum guidelines and certificationi process. (Contains the following: summative evaluations of the efforts to develop standards and certification for all three welding skill levels; names/addresses of the 169 organizations from 36 states that participated in the project; brochure presenting the case for world-class standards; and transparency masters listing the standards.) (MN)

ED 401 424 CE 072 916

Specification for Qualification and Certification for Level II - Advanced Welders.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 55p.; For the final program report, see CE 072 915. For related specifications and guides, see CE 072 917-919 and ED 398 388-389.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; *Employment Qualifications;

crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Bench Work and Layout; Precision Tools and Measurements; Industrial Specifications and Safety; Introduction to Metal Working Processes; Introduction to Plastics; Survey of Welding Processes and Applications; Sheet Metal Processing I; Plastic Materials and Testing; Manufacturing Processes; Computer Assisted Design/Manufacturing (CAD/CAM) I; Sheet Metal Processing II; Composites; and Sheet Metal Structures. Each course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. An appendix contains industry competency profiles. (KC)

ED 401 439   CE 072 932

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 9: Tool and Die, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 317p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Manufacturing; Course Content; Curriculum Development; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; Machinery Industry; *Machine Tools; Manufacturing Industry; Metal Working; Postsecondary Education; Secondary Education; *Standards; Teaching Methods; *Tool and Die Makers

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the tool and die maker specialty area. (A tool and die maker is a person who produces tools, dies, and special guiding and holding devices that are used in machine tools and to produce a variety of machined parts and products.) This volume is organized in the following sections: (1) a profile of Itawamba Community College (Mississippi), the development center that produced these standards and curriculum; (2) a tool and die maker competency profile of job duties and tasks; (3) a tool and die maker duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Machine Tool Technology; Introduction to Die Making Procedures; Fundamentals of Drafting; Introduction to Computers; Die Design I; Die Making I; Computer Numerical Control (CNC) Operations I; Principles of Computer Assisted Design (CAD); Die Design II; Die Making II; CNC II; Die Making III; CNC III; and Special Project. Each

It was concluded that substantial change in the nature/scope of vocational preparation requires schoolwide effort. (Contains 25 references.) (MN)

ED 401 455 CE 072 963

Maddy-Bernstein, Carolyn; Cunanan, Esmeralda S.
Student Services: Achieving Success for All Secondary Students.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ancillary School Services; Career Counseling; Coordination; Counseling Objectives; *Counseling Services; Counseling Techniques; Day Care; Delivery Systems; Educational Counseling; Educational Needs; Educational Practices; *Employment Services; Integrated Services; *Psychological Services; Records (Forms); Secondary Education; Student Transportation; *Systems Approach; Teamwork; Tutorial Programs; *Vocational Education

This document, which is intended for high school student services personnel, administrators, and teachers, presents information that can be used to develop an efficient, coordinated, and comprehensive student services system to address the needs of diverse student populations. Chapter 1 contains background information on the following topics: definition of the term "student services"; nature, scope, and objectives of student services at the postsecondary level; and need for and models of student services programs at the secondary level. Described in chapter 2 are the following types of services considered essential to facilitating student success: basic services (counseling, food services, child care, transportation, special accommodations, safety and security, medical/nursing services, social work/social services, psychological services); preenrollment (recruitment/outreach, student assessment, orientation, career awareness/exploration); enrollment (student assessment, academic advising, career awareness/exploration, career planning, tutoring, mentoring; job placement/referral); and postenrollment (job placement, job referral, follow-up/evaluation). The components of a comprehensive student services system are detailed in chapter 3. Chapter 4 presents guidelines for developing a student services team to coordinate service development/delivery. Concluding the document is a summary in which the National Center for Research in Vocational Education's student services model is outlined. Sixty-five references are included. Appended is a sample individualized career plan. (MN)

ED 401 456 CE 072 964

Summary of Topic Emphases in Documents Relating School-to-Work to the Public Education System in Ohio.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Nov 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); *Content Analysis; *Education Work Relationship; *Information Sources;

PUB DATE- 96
NOTE- 40p.; For related reports, see ED 399 438 and CE 073 011-017.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; *Agricultural Occupations; *Compensation (Remuneration); *Computer Science Education; Foreign Countries; Fringe Benefits; Geographic Regions; Graduate Surveys; *Natural Sciences; *Outcomes of Education; Private Sector; Public Sector; Racial Differences; Salary Wage Differentials; *Science Careers; Self Employment; Sex Differences; Tables (Data); Technical Occupations; Wages
IDENTIFIERS- *South Africa

This document, which is based on data gathered during a September 1994 mail survey of 215,284 South African graduates that elicited a total response rate of 18.3%, details the remuneration of graduates (as of July 1, 1994) in the following occupational categories: physical science; geological science; mathematical; computer science; chemical science; biological science; agriculture, forestry, and food service; and natural science. Presented first are brief descriptions of the survey group; survey questionnaire, procedures used to analyze/present the data, and nature/scope of data reported under the various table headings. The nine tables constituting the remainder of the document present data on the following: median income of graduates working full time according to employer sector/occupation (overall and by gender), occupation/region/employer sector, occupation/post level/employer sector, occupation/work experience/employer sector, and occupation/working hours/employer sector; median income of full-time employees and self-employed persons according to occupation/economic sector; comparison of the income of men and women working full time according to occupation/work experience; and median income of graduates working full time according to occupation/work experience/population group/employer sector and field and level of study and employer sector. Included in the document are English and Afrikaans versions of the study report. (MN)

ED 401 474 CE 073 013

Jacobs, Johan
Remuneration of Graduates, as at 1 July 1994. Medical and Health Science Occupations = Vergoeding van Gegradueerdes, soos op 1 Julie 1994. Mediese en Gesondheidsdiensberoepe.
PUB DATE- 96
NOTE- 41p.; For related reports, see ED 399 438 and CE 073 011-017.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Allied Health Occupations Education; *Compensation (Remuneration); Dentistry; Foreign Countries; Fringe Benefits; Geographic Regions; Graduate Surveys; *Health Occupations; Higher Education; *Medical Education; *Nursing Education; *Outcomes of Education; Private Sector; Public Sector; Racial Differences; Salary Wage Differentials; Self Employment; Sex Differences; Tables (Data); Wages
IDENTIFIERS- *South Africa

This document, which is based on data gathered during a September 1994 mail survey of 215,284 South African graduates that

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clearinghouses; *Information Services; *Information Utilization; Internet; *Labor Force Development; Occupational Information; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Secondary Education; State Programs; *Technical Education
IDENTIFIERS- *Texas

This report contains materials from the TECHlinx Technical Education Clearinghouse project designed to promote the effective development of the Texas work force by linking individuals and institutions to information and resources focused on work force education. Part 1, an executive summary, reports how the project was successfully established and describes both a conventional print-based clearinghouse and a "virtual" electronic one available via the Internet. Part 2, the final report, discusses project components, objectives, and products. Part 3, project evaluation, indicates that users rated the clearinghouse favorably and its primary weakness was lack of visibility among those who could most benefit from its use. Evaluation instruments and plan are included. Parts 4-8 include project products developed under the five major components into which project objectives were divided. Part 4, management component, contains the following: project staff with contact information; advisory committee members and provides meeting minutes; and marketing and promotion, including handouts and brochure. Part 5, content component, includes the following: content manual; description of reference services; and a 34-item annotated bibliography with guidelines for borrowing from the lending library. Part 6, connectivity component, consists of pages from the TECHlinx website, sample searches, and information on the TECHlinx listserv. Part 7, technical assistance component, provides handouts on accessing TECHlinx, the Internet, and phone help line. Part 8, professional development component, provides information and handouts on training activities. (YLB)

ED 401 491 CE 073 058

Welch, Malcolm
The Problem-Solving Strategies of Young Designers.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996). Some graphs contain light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Thinking; *Design; Divergent Thinking; Educational Research; *Experiments; Foreign Countries; Grade 7; Innovation; Junior High Schools; *Problem Solving; Technology Education

A study was conducted to examine the observation that untutored Grade 7 students appeared to have tacit knowledge of how to solve problems in a technological context. Left to their own devices in an environment rich in three-dimensional materials, they frequently designed a solution to a problem in unique and creative ways. Based on experts' opinions, the literature describing the design process showed a model of designing as a main part of the document provides briefly annotated information on federal publications organized into the following areas: Reference Materials; Statistics; AIDS; Community Initiatives; Drug Testing; Education; General Treatment; Housing; Law Enforcement; Pregnancy; Spanish Publications; Racial/Ethnic Groups; Treatment Programs for Offenders; Youth, Drugs, and Crime; and Workplace. Next appears an index of publications organized by clearinghouse, followed by funding information. Finally, clearinghouse order forms are provided. (RB)

ED 401 510 CG 027 144

Schools without Drugs. What Works. 1992 Edition.
PUB DATE- 92
NOTE- 93p.; For Spanish version see CG 027 145. For previous edition, see ED 313 654.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; Family School Relationship; Intervention; Parent School Relationship; *Prevention; *School Community Programs; School Guidance; Student Development; Student School Relationship

Across the United States, schools and communities have found ways to turn the tide in the battle against drugs. This guidebook describes the methods they have used and the actions they have taken. The first section, "Children and Drugs" outlines the nature and extent of the drug problem and summarizes the latest research on the effects of drugs on students and schools. The next section describes action strategies for parents, schools, students, and communities to combat student drug use most effectively. The recommendations are derived from research and from the experiences of schools throughout the country. Special sections which follow are "Teaching About Drug Prevention," "How the Law Can Help," and a resource section on specific drugs and their effects, sources of information for further reading, and a list of 87 references used in creating this guidebook. (RB)

ED 401 511 CG 027 145

Escuelas sin Drogas. Como Actuar. Edicion 1992. (Schools without Drugs. What Works. 1992 Edition).
PUB DATE- 92
NOTE- 91p.; For English version see CG 027 144.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; Family School Relationship; Intervention; Parent School Relationship; *Prevention; *School Community Programs; School Guidance; Student Development; Student School Relationship

Across the United States, schools and communities have found ways to turn the tide in the battle against drugs. This guidebook describes the methods they have used and the actions they have stressed. (RS)

ED 401 529 CS 012 652

Sexton, Patrick
Day Care Link--Building Blocks for a Literate Community: A How-We-Do-It Manual.
SPONS. AGENCY- Washington Literacy, Seattle.
PUB DATE- Oct 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Preschool Education; Program Descriptions; *Program Implementation; *Reading Aloud to Others; Volunteers; *Volunteer Training; Young Children
IDENTIFIERS- *Washington

This manual describes the state of Washington's Literacy Day Care Link (DCL) program, whose volunteers spend an hour a week reading one-to-one with preschool children. The manual is a series of "stories" about the DCL program, stories that give insight into how the program works. The first section of the manual discusses setting up the program and operating an off-site volunteer program. The second section discusses issues involving volunteers, such as getting volunteers in the door; screening, interviews, and placement; training and site orientation; and appreciation and recognition. The third section addresses the "other players"--the sites themselves, parents, books, and the program coordinator. The final section discusses program operation in more detail, including communication, voice mail, record keeping, the budget, funding, and publicity. (Contains 26 examples of information sheets, training sheets, book lists, and various forms.) (RS)

ED 401 530 CS 215 477

Miranda, Theresa
A Case Study: Personal and Social Ethics in the Writing Center.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Case Studies; Higher Education; Hispanic Americans; Racial Bias; *Student Attitudes; *Teacher Student Relationship; *Tutoring; *Tutors; *Writing Laboratories
IDENTIFIERS- Academic Discourse; *Tutor Role

This paper addresses how a writing center can act as a place to strengthen student voices, voices that exhibit an awareness of the conventions of academic discourse and voices that show ownership of their papers as well as the social aspect of listening to the voices of others. This is a significant question because it seems students feel as if they are speaking a foreign language when writing in the university. One way to approach the task is to redefine the role of the student tutor, to give it meaning beyond the formulaic concerns about thesis and clarity. Writing centers should be seen as a place where individual student's world. Each world supports a variety of personal spaces in which students are encouraged to recursively construct, explore, write, reflect, and otherwise express their feelings about their own work and others' work. Two classrooms each from an urban Montessori school (a combined first-second grade and a combined third-fourth grade) and a suburban elementary school (a combined second-third grade and a fifth grade) were chosen. Teachers in all four participating classes used a whole language approach to teaching and learning reading that relied exclusively on children's literature. All teachers classified themselves as "computer literate." Results indicated that (1) technical concerns hampered implementation of "Kid's Space"; (2) students in all 4 classrooms were motivated by "Kid's Space"; (3) not all teachers used "Kid's Space" as intended; (4) teachers' perceptions of the "Kid's Space" activities differed in terms of how those activities were understood and instantiated; and (5) students did not use several of the sections of "Kid's Space" as intended. Findings suggest that, given the right conditions, children write creatively in response to visual and auditory stimuli as well as to each other, and effective methods of integrating and valuing on-line work are essential for the software to be used by students as intended. (Contains 21 references, and 3 tables and 8 figures of data.) (RS)

ED 401 549   CS 215 557

McGill-Franzen, Anne; And Others
Four Children, Four Stories of School and Literacy: Ani, Caitlin, Ira, and Mark. Report Series 2.27.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Case Studies; *Classroom Environment; Deafness; Early Childhood Education; *Family Environment; *High Risk Students; *Instructional Effectiveness; Language Acquisition; *Literacy; Longitudinal Studies; Low Income; Program Implementation; Reading Research; Urban Education
IDENTIFIERS- African Americans

A longitudinal study documented the classroom experiences of 4 case study children from preschool through grade 2. The children studied were thought to be at-risk: Ani, a profoundly deaf child of hearing parents; Mark, a child of an immigrant family struggling to learn their way in a strange culture and language; and Caitlin and Ira, African-American children whose families are economically disadvantaged. On average, a day each month was spent observing the children in class. Parents and teachers were interviewed about the ways children experienced literature in their everyday school and home lives. Ani and Ira exhibit contrasting histories--Ani was the first of the 4 children to learn to read, while Ira continued to struggle in an impoverished urban school setting. Caitlin's story is one of academic success due in large part to her mother's sacrifices and continued high expectations. Mark was successfully bilingual at home and appeared to successfully learn language skills through first grade. Mark began to experience failure, however, as he entered classrooms that focused on isolated skills acquisition and deficit approaches. Findings suggest that assessing the impact of an instructional program should

"Newstrack's" Representation of Aids in India" (Nilanjana Bardhan); and "A War By Any Other Name: A Textual Analysis of Falklands/Malvinas War Coverage in U.S. and Latin American Newspapers" (Carolina Acosta-Alzuru and Elizabeth Pauline Lester). Individual papers contain references. (CR)

ED 401 567 CS 215 575

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Advertising and Public Relations Division.
PUB DATE- Aug 96
NOTE- 458p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Case Studies; Content Analysis; *Cultural Context; Ethics; Foreign Countries; Mass Media Effects; *Mass Media Role; *Periodicals; Photojournalism; *Public Relations; Spanish Speaking; Television; World Wide Web
IDENTIFIERS- *Advertisements; China; Feminist Scholarship; Issues Management; Scotland

The Advertising and Public Relations section of the proceedings contains the following 14 papers: "Toward an Understanding of Cultural Values Manifest in Advertising: A Content Analysis of Chinese Television Commercials from 1990 and 1995" (Hong Cheng); "The Impact of Advertising Distance on International Advertising: An Analysis of Creative Strategy in Magazine Advertisements from the U.S., Japan and Korea" (Yoo-Kyung Kim and Jan Slater); "'Kodak Moments' for Marketers: The Exposure Potential for Ads, Brands, Sponsors, and Symbols in Editorial Photographs in 'Sports Illustrated'" (James V. Pokrywczynski and others); "Effects of Celebrity Endorsement on Brand Recognition and Advertising Liking" (Xinshu Zhao and Huey-Chyi Chen); "The Impact of Age of Immigration and Length of Time in the U.S. on South Florida Immigrants' Use of Spanish Language Media" (Patricia B. Rose and Marylinn de la Maza); "Negotiation and Two-Way Models of Public Relations" (Kenneth D. Plowman); "Thomas Schindler and the Social Dimension of Ethics: Serious Questions for the Public Relations 'Culture'" (David L. Martinson); "The Effect of Chief Executive Officers' Misdeeds on the Companies They Represent: A Case Study of Drexel Burnham Lambert, Inc. and Helmsley Corporation" (Erica Luongo); "Coverage of Public Relations on Network Television News: An Exploratory Census of Content" (Kevin L. Keenan); "Public Relations and the World Wide Web: Designing an Effective Homepage" (Michelle Henley and others); "Water Warfare in Scotland: A Case Study in Issues Management" (Kerry Anderson Crooks); "The Stories of Women Public Relations Campaign Planners Revealed through Feminist Theory and Feminist Scholarship" (Linda Aldoory); "It Depends: A Contingency Theory of Accommodation in Public Relations" (Amanda E. Cancel and others); and "Teaching Mass Communication Theory: A Perspective from Public Relations" (Kenneth D. Plowman). Individual papers contain references. (CR)

ED 401 568 CS 215 576

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Newspaper and Magazine Division.
PUB DATE- Aug 96

socioeconomic (SES) segments of the population, and ultimately, a relative gap between higher and lower SES groups. The hypothesis usually focuses on mass media but is also relevant to small groups and one-to-one communication. In two studies, new parents' infant development knowledge was the focus. Two self-selected groups were examined--123 less educated first-time mothers from Belfast, Northern Ireland, and a more advantaged group of 117 mothers and fathers in Minneapolis, Minnesota. Variables were formal education, 2 modified Brazelton demonstrations of infants' abilities (face-to-face or small group), experience with babies, and interpersonal networks of friends and relatives. Among both groups, knowledge gaps tended to close or even reverse over about 2 months' time. The Brazelton interventions were effective among the less educated in decreasing knowledge differentials. Knowledge gaps based on experience also tended to narrow, but gaps widened between men and women. Largest inequities observed were those between parents who received a modified Brazelton demonstration on either a small group or individual level (or both) and those who did not have this intervention. Exposure to a form of the Brazelton contributed to decreased knowledge differentials; exposure to both forms nearly closed education-based gaps. (Contains 4 figures and 4 tables of data, 15 notes, and 65 references.) (Author/NKA)

ED 401 586 CS 509 379

Cress, Stacy L.; Rapert, Kevin D.
Talk Show Viewing Motives: Does Gender Make a Difference?
PUB DATE- Nov 96
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; College Students; Higher Education; *Mass Media Use; *Motivation; Qualitative Research; Questionnaires; *Sex Differences; Television Research; *Television Viewing
IDENTIFIERS- Audience Research; Retired Persons; *Talk Shows; Uses and Gratifications Research

A study explored the relationship between gender and talk show viewing motives. Students (109) from 6 randomly selected introductory communication classes in a midwestern university, 30 people belonging to a non-traditional student organization called "Oasis," and 8 residents of a retirement home were given Rubin's instrument to assess their talk show viewing motives. Subjects were solicited with the assistance of the course instructors, the Oasis President, and the activities chairperson at the retirement home. Subjects ranged in age from 18 to 92; they were given a questionnaire containing questions on demographic information including age, gender, weekly hours of daytime talk show viewing, employment, and videotaping habits. Results showed that people watch talk shows to be entertained, to pass time, and to relax. Results also indicated that women watch significantly more hours of talk shows each week than men do. Overall, this study's findings support previous television viewing research on gender. Results regarding differences in viewing motives between men and women suggest that both genders appear to have similar motives. The uses and gratifications perspective provided a broad framework with which to examine talk show viewing motives and the analysis of state- and district-level data. A conclusion is that learning is a process in which learners' prior knowledge affects what and how they learn. Prior knowledge is an array of experiences, ideas, beliefs, and dispositions that form in unique ways and therefore change, in unique ways, how and what they learn. Policy implementation should be thought of not as a construction of output, but: (1) as a construction of change; (2) in the context of diverse and pluralistic learning styles of teachers; and (3) as an exercise in teaching in the best sense. Finally, the worth of a policy is what teachers learn from it. An index and appendix containing methodological notes are included. (Contains 59 references.) (LMI)

ED 401 606 EA 028 036

Hong, Laraine K.
Surviving School Reform: A Year in the Life of One School.
PUB DATE- 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Conflict; *Cooperative Planning; *Educational Change; Elementary Education; Interprofessional Relationship; *Politics of Education; School Based Management; *School Restructuring; Teacher Administrator Relationship

This book tells the story of one year in the life of Jefferson Elementary School (pseudonym for a real school), which was selected to participate in the state's "School for the Twenty-first Century" program. The faculty and principal proposed to build a developmental community school based on the following components: whole language, cooperative learning, multicultural education, an integrated curriculum, multiage grouping, technology, and mainstreaming of special-needs children. The book describes how several major reforms (including multiage classes and school-based management) converged with other issues (including the principal's decision not to extend the contract of a new teacher and a failed effort to move the school to another location). The book portrays the issues that arose during the change process, how those issues became connected, and how personalities and special interests of staff and parents both facilitated and derailed reforms. The first three chapters describe events of the 1990-91 school year. Chapter 4 offers an analysis of the factors that shaped and supported the school year. Chapter 5 argues that school reform is essentially a practical challenge, and that effecting a program of major social change will almost inevitably run headfirst into conflicting views and interests. The foreword was written by Patricia A. Wasley and the afterword by Deborah Meier. An index is included. (Contains 20 references.) (LMI)

ED 401 607 EA 028 038

Sarason, Seymour B.
Revisiting "The Culture of the School and the Problem of Change."
PUB DATE- 96
NOTE- 397p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disabilities; *Educational Change; Educational Environment; Elementary Secondary Education; Federal

the Promise of 'Brown' and Multicultural Education" (Carl A. Grant); (13) "Inequalities in Educational Financing" (Howard A. Glickstein); (14) "Race and Choice in Montgomery County, Maryland, Magnet Schools" (Jeffrey R. Henig); (15) "The False Premises and False Promises of the Movement to Privatize Public Education" (Willis D. Hawley); (16) "After Forty Years: The Other Half of the Puzzle" (John A. Murphy); (17) "The Promise of Accountability and Standards in the Achievement of Equal Educational Opportunity" (Edmund W. Gordon); (18) "Fulfilling the Promise of 'Brown'" (Judith A. Winston); (19) "Educational Equity Issues in an Information Age" (Dennis Sayers); (20) "'Brown' and 'Lau': Seeking the Common Ground" (Rosa Castro Feinberg); (21) "Of Promises and Visions: 'Brown' as a Gift to American Democracy" (Joshua P. Bogin); and (22) "'Brown' at Forty: Six Visions" (Burt Neuborne). An index is included. Each essay contains references. (LMI)

ED 401 625 EA 028 061

Fuentes, Nancy; And Others
Improvement Strategies at Six Culturally Different Schools. Final Report FY91-FY95, Leadership for Change Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 177p.; Some pages contain small amounts of missing type.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Case Studies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Leadership; *Organizational Change; *Program Implementation

School leaders have begun to understand that "change is a process." Leaders must facilitate change, not merely disseminate or direct it. This publication presents findings of the Leadership for Change Project (LFC). The LFC studied six sites at different stages of the school-improvement process, including two "developmental" sites in Arkansas and Texas that had just launched major improvement efforts, and four "historical" schools (one in Louisiana, one in New Mexico, and two in Oklahoma) that had a history of school-improvement. Data, collected during 1992-95, were obtained through face-to-face interviews, observations, telephone interviews, document analysis, and questionnaires. The following factors were identified as facilitators of or impediments to change: organizational rigidity, time shortage, administrative support, administrative communication, support network, and state-level support. In addition, school improvement is a progression of stages: getting started, maintaining momentum, and fostering a climate conducive to change. Two tables and one figure are included. Appendices contain a list of site characteristics, methodological information, a list of LFC publications, and a glossary. (Contains references throughout the text.) (LMI)

ED 401 626 EA 028 062

Mitchell, Karen J.
Reforming and Conforming: NASDC Principals Discuss School Accountability Systems.
SPONS. AGENCY- New American Schools Development Corp.
PUB DATE- 96
NOTE- 60p.; For a related report, see ED 392 153.
LANGUAGE- English

PUB DATE- Oct 96
NOTE- 53p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Behavior; Administrator Education; *Administrator Role; Educational Principles; Elementary Secondary Education; Higher Education; *Leadership Styles; *Leadership Training; Self Actualization; *Values; *Values Clarification

What leaders encourage others to do must be congruent with the values they espouse and demonstrate through action. The educational leadership platform has recently been used as a tool to assist aspiring leaders in clarifying their personal values. This paper presents findings of a study that explored the effect of the educational leadership platform on leadership behavior. The study examined the leadership theories developed by four practicing administrators. It compared their current leadership views to those that they developed as teachers enrolled in an administrator-preparation program, and analyzed their espoused theories in relation to subordinates' perceptions of their leadership behavior. All four participants shared values for developing real-world experiences, recognizing their social responsibility, promoting shared learning, valuing personal development, and initiating change and creativity. These values are compatible with Alderfer's motivation theory and with Maslow's human-needs theory. Although the administrators held somewhat different views of their leadership role and espoused slightly different values, they remained true to their earlier views. The findings suggest that there is value in clarifying one's values through such activities as platform development. Recommendations for the use of platforms are included. Eight tables, a sample analysis sheet, and sample interview formats are included. (Contains 10 references.) (LMI)

ED 401 646 EA 028 099

Jones, Helen
Ninth Grade Repeaters--Why They Did Better in Summer School.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Multidisciplinary Conference on the Scholarship and Creativity of African Americans (Towson, MD, April 28-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *Grade 9; *Grade Repetition; High Risk Students; High Schools; *Student Promotion; *Summer Programs; Summer Schools
IDENTIFIERS- *Durham City School District NC

A widely held perception is that public schools are failing American children and society. Some research indicates that 9th-graders are more at risk for school failure than are students in other grades. This paper presents findings of a study that examined 9th-graders in the Durham Public School System (North Carolina) who were enrolled in a Basic Education Program (BEP), a summer program required for students who had received a failing grade, in order to gain promotion to 10th grade. The

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bus Drivers; *Bus Transportation; Elementary Secondary Education; Parent Role; Parent School Relationship; *Physical Disabilities; *Physical Mobility; *Student Transportation; Transportation
IDENTIFIERS- Michigan

This guide for Michigan parents of children with physical disabilities provides a synopsis of information and suggestions on school bus transportation gained from a series of four workshops. Topics covered include: (1) planning (determining just what the student's special transportation needs are by the Individualized Educational Planning Committee); (2) communication (such as always communicating to transportation personnel any necessary changes such as an alternate drop site); (3) safety of equipment (for example, keeping all special equipment such as wheelchairs in top condition); (4) clothing (for example, dressing the child appropriately for the circumstances); (5) loading and unloading; (6) preparing for the ride (for example, ensuring that the child is emotionally and physically prepared); and (7) problem solving (such as dealing directly and thoughtfully with the persons most involved). (DB)

ED 401 664   EC 305 123

Pillow, Gary L.
Utilization and Training of Speech-Language Pathology Support Personnel To Enhance Services for Preschool Children.
PUB DATE- 96
NOTE- 28p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; Educational Strategies; Inservice Education; *Introductory Courses; *Language Impairments; *Paraprofessional School Personnel; Phonetics; *Preschool Children; Preschool Education; Sign Language; *Speech Impairments; *Speech Language Pathology; Speech Therapy; Therapists; Two Year Colleges

This practicum involved the development and delivery of a three semester hour community college course for five speech-language pathology (SLP) support personnel assisting in a preschool setting. The practicum addressed the specific problem that support personnel did not demonstrate independent and effective instructional strategies when implementing the speech-language pathologist's plan. The course was designed to provide an overview from all areas of study recommended for a full SLP assistant curriculum. Topics covered included sign language; the manual alphabet; principles of linguistic phonetics; the three systems of speech production (respiratory, laryngeal, and supralaryngeal); the phonetic alphabet; anatomy and physiology of the speech mechanism and the auditory system; normal stages of language acquisition; child speech and language disorders; principles of phonology; types of augmentative and alternative communication devices and programs; clinical methods in speech pathology; basic principles of audiology; aural rehabilitation techniques; and central auditory processing disorders. Evaluation suggested that the support personnel demonstrated an

(of Society); *Individualized Instruction; Policy Formation; Postsecondary Education; *Special Education; *Teacher Education; Technological Advancement; Trend Analysis
IDENTIFIERS- *Diversity Concept

This booklet identifies major trends and practices in special education and relates them to current and expected changes in school policies and practices. Four specific trends are identified as grounded in evolutionary social forces that are likely to persist and result in lasting changes in school and society. These trends include integration and inclusion, collaboration and teaming, acceptance of diversity, and use of advanced technology. Individual sections briefly address the following broad areas in light of these trends: individualized instruction (including early intervention, responsible inclusion, and noncategorical program models); personnel preparation (including collaborative preparation models, innovative delivery systems, and national standards); emerging technologies (including assistive technologies and distance education); policy development (including education reform, family support, and transition programs); and diverse environments (including rural programs, urban programs, and learning from other countries). A concluding section stresses the continuing importance of federal legislation such as the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. (Contains 41 references.) (DB)

ED 401 682 EC 305 173

Power-deFur, Lissa A.; Orelove, Fred P.
Inclusive Education: Practical Implementation of the Least Restrictive Environment.
PUB DATE- 97
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Behavior Disorders; *Change Strategies; Curriculum Development; Deafness; *Disabilities; Discipline; Dyslexia; Early Childhood Education; Educational Change; Educational Finance; *Educational Strategies; Elementary Secondary Education; Family School Relationship; Federal Legislation; Federal Regulation; *Inclusive Schools; Legal Responsibility; Mainstreaming; Middle Schools; Postsecondary Education; Program Development; Reading Difficulties; School Restructuring; Special Health Problems; Staff Development; Transitional Programs; Vocational Education

The 19 chapters of this book address theoretical and practical aspects of the development and implementation of inclusive education programs. Chapter titles and authors are: (1) "Inclusive Education: The Past, Preset, and Future" (Lissa A. Power-deFur and Fred P. Orelove); (2) "Inclusion and School Restructuring: Meeting the Needs of All Children" (Joyce L. Videlock and others); (3) "Planning, Implementing, and Evaluating Inclusive Education within the School" (Ray E. Van Dyke and others); (4) "Legal Concerns" (Kathe Klare); (5) "Financing Inclusive Education Programs" (Leslie W. Jones and Lissa A. Power-deFur); (6) "Adapting Curriculum and Instruction in Inclusive Classrooms" (Alice Udvari-Solner); (7) "Family Partnerships, Belonging, and Diversity" (Anne Malatchi); (8) "Supporting Inclusive Education through Interagency children and youth with disabilities through the age of 21, with summaries of the Individuals with Disabilities Education Act (IDEA) and related federal legislation. Noted are unresolved problems in the reauthorization of IDEA and the permanent authorization of requirements mandating the Individualized Education Program (IEP) and procedural safeguards. The last 25 years of federal education laws and court cases are examined. The major provisions of Section 504 of the Rehabilitation Act of 1973, IDEA, and the Carl D. Perkins Vocational Education Act are summarized. A final section provides brief reviews of the Family Education Rights and Privacy Act, the Handicapped Children's Protection Act of 1986, the Temporary Child Care for Handicapped Children and Crisis Nurseries Act of 1986, the Developmental Disabilities and Bill of Rights Act Amendments of 1987, the Technology-Related Assistance for Individuals with Disabilities Act of 1988, and the Americans with Disabilities Act of 1990. A general discussion of state laws relating to children and youth with disabilities is also provided. A listing of 27 print resources and 15 organizations is attached. (Contains 22 references.) (DB)

ED 401 701 EC 305 203

Devlin, Sandy; And Others
Project Prevention - A Curriculum Specifically Designed To Prevent Illegal Drug Use among Students with Disabilities: Elementary.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 271p.; For the secondary curriculum, see EC 305 204.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Abuse; Decision Making; *Disabilities; *Drug Abuse; *Drug Education; Elementary Education; Interpersonal Competence; Learning Activities; Lesson Plans; *Prevention; Self Esteem; Substance Abuse

The Project Prevention curriculum is specifically designed for the prevention of substance abuse among students with disabilities and was piloted in 10 classroom serving students with mild, moderate, and severe disabilities. This component of the curriculum is intended for elementary students and includes four sections with a total of 81 lesson plans which address: (1) self-esteem; (2) social skills; (3) decision making; and (4) drug awareness. Although the activities are designed to be implemented in sequential order, a teacher can also use individual activities which best suit the students involved. Each unit is preceded by a letter to parents explaining the unit and ways parents can help. Information provided for each activity includes recommended time allotment, needed materials, procedures, and worksheets or handouts. Examples of activities include: becoming aware of individual uniqueness and specialness, understanding friendship, identifying decisions students make daily, and learning about the effects of drugs on behavior. A glossary defines terms. A bibliography lists 28 related children's books. (Contains 15 references.) (DB)

ED 401 702 EC 305 204

Devlin, Sandy; And Others
Project Prevention - A Curriculum Specifically Designed To Prevent Illegal Drug Use among Students with Disabilities:

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Evaluation Criteria; *Language Proficiency; *Language Tests; Language Usage; Second Language Instruction; Second Language Learning; *Second Languages; *Teacher Made Tests; *Test Construction; *Testing; Test Interpretation; Test Use; Test Validity

A discussion of second language testing focuses on the need for collaboration among researchers in second language learning, teaching, and testing concerning development of context-appropriate language tests. It is argued that the nature of the proficiency construct in language is not constant, but that different linguistic, functional, and creative proficiency components are at work in different instructional and social contexts. Inadequacies of traditional and commercial tests for assessing contextualized language skills or determining instructional needs that are found frequently by teacher-researchers are examined. It is proposed that in both teaching and research, the validity of test score interpretation and use will be enhanced by use of tests constructed specifically for the instructional context in question, rather than generic, externally-produced proficiency measures. Broad criteria for construction of such measures are offered. Contains 100 references. (MSE)

ED 401 722 FL 024 193

Dogancay-Aktuna, Seran; And Others
Gender Differences in Conveying Embarrassing Information: Examples in Turkish.
PUB DATE- 96
NOTE- 19p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (11th, Jyvlaskia, Finland, April 4-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Comparative Analysis; Discourse Analysis; Foreign Countries; *Interpersonal Communication; Language Tests; Language Usage; Native Speakers; Questionnaires; Semantics; *Sex Differences; *Social Status; *Sociocultural Patterns; Sociolinguistics; *Speech Acts; Syntax; *Turkish; Uncommonly Taught Languages

This study examined discourse strategies used by males and females to convey embarrassing information to interlocutors of unequal status and unspecified gender. Subjects were 80 native speakers of Turkish (28 males, 52 females), from a variety of socioeconomic backgrounds and geographic areas. Data were derived from a written discourse completion test and a background questionnaire. Test responses were analyzed for semantic and syntactic formulas used and variation in sociolinguistic norms in relation to speaker's gender and social status relative to the other interlocutor. Results suggest it is not so much gender but relative status of the interlocutors that influences choice of semantic formula. Males and females showed similar sociolinguistic behavior in their social status groups rather than in their gender groups in carrying out a face-threatening speech act in Turkish, indicating social status to be a more influential factor than gender on language use in this act. Implications for communication and language instruction are examined, emphasizing that the interaction of sociolinguistic variables

PUB DATE- 96
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Collected Works - General (020)
DESCRIPTORS- Articulation (Speech); Black Dialects; *Black Youth; Child Development; *Child Language; Children; *Communication Disorders; Communication Skills; Communicative Competence (Languages); Delivery Systems; Grammar; *Language Acquisition; Language Patterns; *Language Research; Language Tests; Native Language Instruction; Oral Language; Pronunciation Instruction; Psychological Needs; Skill Development; Sociocultural Patterns; *Speech Language Pathology; Speech Skills; Standard Spoken Usage; Testing Problems; Vocabulary Development; Written Language
IDENTIFIERS- *African Americans

The collection of papers on language development and African-American children includes: "The Challenges of Conducting Language Research with African American Children" (Holly K. Craig); "Issues in Recruiting African American Participants for Research" (Joyce L. Harris); "Issues in Assessing the Language Abilities of African American Children" (Julie A. Washington); "The Importance of Psychological and Sociocultural Factors for Providing Clinical Services to African American Children" (Sandra L. Terrell, Francis Terrell); "Issues in Service Delivery to African American Children" (Lynda R. Campbell); "Acquisition of the African American English Copula" (Toya A. Wyatt); "Phonological Development and Disorders in African American Children" (Ida J. Stockman); "Orofacial, Physiological, and Acoustical Characteristics: Implications for the Speech of African American Children" (Marlene B. Salas-Provance); "Vocabulary Development and Disorders in African American Children" (Julia Mount-Weitz); "Narratives of Young African American Children" (Eva Jackson Hester); "Using Oral Narratives To Assess Communicative Competence" (Yvette D. Hyter, Carol E. Westby); "Cultural Influences on Language: Implications for Assessing African American Children" (April Massey); "Written Language Abilities of African American Children" (Cheryl M. Scott, Lisa M. Rogers); and "Assessment, Intervention, and Pedagogical Issues with Older African American Children and Youth" (Wanda K. Mitchener-Colston). (MSE)

ED 401 746 FL 024 240

Tamada, Yutaka
Japanese Learners' Language Learning Strategies: The Relationship between Learners' Personal Factors and Their Choices of Language Learning Strategies.
PUB DATE- Aug 96
NOTE- 148p.; Master's Thesis, Lancaster University, England.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Students; Educational Environment; *English (Second Language); Foreign Countries; Foreign Students; *Intensive Language Courses; Japanese; Language Research; *Learning Motivation; *Learning Strategies; Majors (Students); Native Speakers; *Personality Traits; *Second Language Learning; Sociocultural Patterns; Student Motivation; *Study Abroad; Surveys
IDENTIFIERS- *Japan

A study investigated (1) whether Japanese learners of a second

DESCRIPTORS- *Comparative Analysis; *Contrastive Linguistics; *Language Classification; *Language Research; *Linguistic Theory; Probability; Research Methodology; Statistical Analysis; *Structural Analysis (Linguistics)

The comments presented here were made after the presentation of four papers and commentary by two other symposium participants. They address issues in language comparison and classification. First, comments are made on the papers ("An African Test Case in Comparative Methodology," "The Mathematics of Multilateral Comparison," "Testing a Basic Evaluation Metric," and "Multilateral Comparison and Linguistic Geography"), then more general comments are made on the utility of statistical tests, and of mathematical or probabilistic techniques in general, in linguistics. Issues discussed include sampling, true independence of variables, validity of underlying assumptions, inter-group differences, and error types associated with null hypotheses. Following this, factors supporting use of statistical methods are reviewed. A number of quotations and pieces of information seen as useful in a discussion of these issues is appended to the text. Contains six references. (MSE)

ED 401 767 FL 024 280

Cebuano Language Packet.
PUB DATE- 93
NOTE- 368p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cebuano; Daily Living Skills; Food; Foreign Countries; Glossaries; *Grammar; Health; *Interpersonal Communication; Interpersonal Competence; Second Language Instruction; *Second Language Learning; Transportation; Uncommonly Taught Languages; *Vocabulary Development; Voluntary Agencies; Volunteer Training
IDENTIFIERS- Peace Corps; *Philippines; Shopping

The materials in this packet were designed for the rapid Cebuano language training of Peace Corps volunteers, focusing on daily communication needs in this context. The packet contains: lists of common phrases, expressions, and vocabulary on a variety of topics related to Peace Corps work; a list of core competencies for specific topics (socializing, using language to manage learning, food, shopping, transportation, and health); a Cebuano-to-English glossary; a workbook containing exercises for each of the above topics; and Cebuano grammar notes corresponding to the preceding competencies and exercises. Appended materials include additional notes on grammar, syntax, morphology, negation, and common expressions. (MSE)

ED 401 768 FL 024 281

Limba Romana Pre-Service Training Language Manual.
PUB DATE- 95
NOTE- 123p.
LANGUAGE- English; Romanian
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competency Based Education; Conversational Language Courses; *Daily Living Skills; Dialogs (Language); Education; Food; Foreign Countries; *Grammar; Health; *Interpersonal Communication; Mobility; *Romanian; Second Language Instruction; *Second Language Learning; Telephone Usage

nor are their data comparable. Some discussion is devoted to the four major ranking methodologies--reputational rankings, citation analysis, faculty productivity, and statistical rankings--and five articles, which are considered classic studies, are noted as are efforts at international rankings. The paper then offers eight requirements for perfect educational rankings, including standardized reporting methods, peer review, multidimensional techniques, and focus on interdisciplinary programs and emerging disciplines. The paper concludes that while statistics-based rankings are based on hard facts, consumers need to be aware of the shortcomings of opinion-based rankings. (Contains 34 reference notes.)(CH)

ED 401 786 HE 029 632

Requirements for Entry to Higher Education in the European Community.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- Sep 93
NOTE- 69p.; Produced for the Task Force: Human Resources, Education, Training and Youth, of the Commission of the European Communities by the Education Information Network in the European Community.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Admission Criteria; College Entrance Examinations; College Students; Comparative Education; Foreign Countries; Foreign Students; *Higher Education; *International Education; Place of Residence; *Residence Requirements; *Student Mobility; Study Abroad; Transfer Policy; Transfer Students
IDENTIFIERS- *European Community

This report provides information about student mobility within the European Community, and how it is linked to the requirements for entry to higher education. The report is divided into two sections. The first is a brief discussion of the six specific factors studied: (1) entry requirement qualifications and examinations; (2) entry requirement restrictions on admissions; (3) recognition of qualifications and periods of study; (4) language requirements; (5) application and registration procedures for European Community "transfer" students; and (6) immigration and residence formalities. Within each section, tables summarize the text information for each of the countries examined by the report. Four charts summarize selected data. The second section of the report provides detailed information for each of the six factors listed above for each of the reporting countries: Belgium (listing the French and the Flemish communities separately), Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Portugal, and the United Kingdom. (CH)

ED 401 787 HE 029 633

The Main Systems of Financial Assistance for Students in Higher Education in the European Community.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- Jun 93
NOTE- 45p.; Produced for the Task Force: Human Resources, Education, Training and Youth, Commission of the European

PUB DATE- Jul 96
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Community Colleges; Computer Uses in Education; Delivery Systems; *Distance Education; Educational Policy; Higher Education; *Master Plans; Outreach Programs; Part Time Students; Position Papers; State Colleges; State Universities; Statewide Planning; Technological Advancement; *Telecommunications
IDENTIFIERS- *Texas

House Bill 85 of the 74th Texas Legislature directed the Texas Higher Education Coordinating Board to formulate a Distance Learning Master Plan for the development of distance learning and other applications of instructional electronic technology by institutions of higher education. The Plan is to address: coordination and integration of distance learning among higher education institutions and other entities; development and acquisition of infrastructure and equipment with establishment of standards and training for staff; appropriate applications and needs assessment; funding policies and regulatory or other policies desirable to promote distance learning; and any related issues to recommendation the Board considers appropriate. During 1994-95, approximately 50,000 students participated in 800 courses offered through institutional telecommunications by 70 Texas public institutions of higher education and these numbers are growing. The proliferation of distance learning delivery systems has created the capability for many institutions to reach beyond their traditional service areas and that complicates the relationships between institutions within the state and also results in Texas institutions facing competition from out-of-state institutions. Furthermore, enhanced access to information resources is critical to the academically sound development and expansion of distance learning and faculty must receive adequate training and support. (JLS)

ED 401 805 HE 029 652

TASP: Texas Academic Skills Program. Policy Manual.
PUB DATE- Dec 95
NOTE- 92p.; TASP is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Community Colleges; *Educational Testing; Graduation Requirements; Higher Education; *Minimum Competency Testing; Program Development; Program Implementation; State Colleges; *State Standards; Student Evaluation; Student Placement; *Testing Programs; Test Results
IDENTIFIERS- *Texas

The Texas Academic Skills Program (TASP) is a statewide program designed to ensure that all students attending public colleges and universities have the basic reading, mathematics, and writing skills necessary to perform effectively at the college level. All entering first-time freshmen are required to take the TASP test, which has a basic skills focus and a "rising junior" component, and to complete remedial course work if they do not pass all sections of the test. Students in Texas cannot obtain a baccalaureate degree from a public institution nor

Interest and Special Allowance Request and Report, to obtain payments under the federal loan programs. This workbook was designed to help users learn how to prepare the form without assistance. It contains instructions, examples, practice exercises, and self-tests so users can check their progress. The workbook was not intended to explain all the responsibilities of lenders participating in the Federal Family Education Loan Program. Additional information is available from guaranty agencies, ED Regional Offices, and related publications, listed in appendices to the document. The workbook includes one unit on Federal Family Education Loan Programs' quarterly reports and five units on ED Form 799 which cover: identification and certification, the loan origination fee, interest benefits, special allowance, and changes in loan principal and portfolio analysis. The final chapter concerns quality assurance in student loan reporting. Appendices list additional sources of information, guaranty agencies, references, and frequently asked questions. (MAH)

ED 401 825   HE 029 674

Student Aid Handbook, 1996-1997.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; *College Choice; *Educational Finance; *Federal Programs; Financial Services; Financial Support; Higher Education; *Paying for College; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Alaska

This booklet contains suggestions to assist Alaskans interested in postsecondary education through the process of selecting a school, a program, and a financial plan. The document proposes as a first step that potential students research fields in which they are interested, talk to people in the field, confer with high school and college counselors, and study school catalogs. At the same time, the booklet recommends that they consider, among other things: the institution's accreditation status, national accreditation, or state authorization; quality, currency, and transferability of courses; retention and/or graduation rate; program length; program cost; comparison of program costs to potential earnings; and availability of a placement service. The booklet presents criteria to qualify for loans through a number of Alaska state and federal scholarship and grant programs, application procedures, and contact telephone numbers. The concluding section describes services which provide educational and occupational information and counseling services, youth and adult education or training programs, and career development programs. (MAH)

ED 401 826   HE 029 675

Gearheart, Wayne; Richardson, George
Division of General Studies at Morris College.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This guide is designed to help teachers prepare lessons about the purpose, history, organization, and functions of the selective service system. The following topics are covered in the guide's seven sections: the selective service system today; history of conscription in the United States; history of the selective service system; organization and functions of the selective service system; selective service classification; duties and responsibilities of local and appeal boards; and the selective service claim and appeal process. Each section includes background information, a summary of important teaching points, and several commonly asked questions and their answers. Contains a glossary and 27 references. (MN)

ED 401 389 CE 072 867

Alaska Career Exploration Workbook.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Choice; Career Development; *Career Exploration; Career Information Systems; Career Planning; Employment Interviews; Employment Qualifications; High Schools; Job Applicants; *Job Application; Job Search Methods; Occupational Information; *Resumes (Personal); *Self Evaluation (Individuals)
IDENTIFIERS- *Alaska

This workbook is designed to help high school students and adults identify their skills and interests, explore occupations, prepare resumes and other materials, and conduct a job search. (Although developed with references to Alaskan services and the Alaskan labor market, the materials are suitable to job seekers in any state.) The workbook is organized in seven sections, all of which contain checklists, exercises, guidelines, and other self-exploration materials. The introductory section provides a flowchart of the career exploration process and a rating sheet to help student or adult job seekers to prepare for the career planning process. The second section provides information and exercises to help readers identify their skills and interests. Included in this section are the following: a skills pyramid, a skills assessment questionnaire, an interest inventory, keys to communication, an attitude inventory, and ways to maintain a healthy self-concept. Lists of career clusters and a step-by-step guide to occupational research are contained in the third section. The fourth section suggests ways to identify potential employers, including networking, using want ads, and researching companies; a job leads checklist is included. Developing a resume and writing a cover letter are explored in the fifth section. This is followed by a section on job interviews that includes ideas for writing a letter of introduction, preparing for a job interview, sample interview questions, following up after an interview, and a postinterview checklist. The last section of the guide contains the following: a job search daily worksheet, a job hunter's preparation checklist, a guide to preemployment inquiries, a list of 17 job search publications, and a list of Alaska Career Information System files. (KC)

ED 401 390 CE 072 872

and West," to the site of "and," requires a discourse that can entertain "both this and that" and "neither this nor that." The "and" between "East and West" is then understood as both "and" and "not-and," allowing space for both conjunction and disjunction. In this reframing, the bridges of the Pacific Rim can be viewed as both bridges and nonbridges. This third space is an ambivalent space of both this and that, of both East and West, wherein the traditions of Western modernist epistemology can meet Eastern traditions of wisdom. (YLB)

ED 401 407 CE 072 898

Shinil, Kim
"Learning Perspective" in the Asian Viewpoint.
PUB DATE- May 96
NOTE- 16p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Cultural Context; Educational Anthropology; *Educational History; *Educational Objectives; *Educational Philosophy; Foreign Countries; *Non Western Civilization; *Western Civilization

A "schooling perspective" has become the foundation of the modern educational system. It portrays instruction-centered education in which the instructor is responsible for the success or failure of education. On the other hand, a "learning perspective" characterizes education as the learners' intentional activity to attain new knowledge, ways of thinking, and skill. The roots of the schooling perspective are grounded in the West and the roots of the learning perspective are grounded in Asia. State-directed schooling has been the predominant educational idea in the modern age. The foundational ideas of state-directed schooling can be traced to the ancient Greek and Christian culture. Despite differences between the educational viewpoints of Plato and Christianity, both are teacher oriented and teacher directed. The Asian educational viewpoints are mainly rooted in Confucianism and Buddhism. Asians put more value on learning than teaching. Limits of the schooling perspective are located in its subject (teacher) and object (student) dichotomy-based education that presupposes an unequal relationship between subject and object. The learning perspective could become an alternative framework for Western education based on these assumptions: it assumes human beings are learning animals, the purpose of learning is developed within the whole process of learners' lives, teaching exists for the sake of learning, teacher and learner are co-learners, and it respects learners' rights. (Contains 15 references.) (YLB)

ED 401 408 CE 072 899

Roth, Gene L.
Learning To Learn: Western Perspectives.
PUB DATE- May 96
NOTE- 11p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Evaluation Criteria; *Minimum Competency Testing; Performance Tests; Postsecondary Education; Records (Forms); *Specifications; *Trade and Industrial Education; *Welding

This document defines the requirements and program for the American Welding Society (AWS) to certify advanced-level welders through an evaluation process entailing performance qualification and practical knowledge tests requiring the use of advanced reading, computational, and manual skills. The following items are included: statement of the standard's scope; definitions of key terms; requirements for participating organizations; purposes/scope of the written examinations and performance tests; inspection, testing, and acceptance criteria; documentation requirement; certification procedure; and information about the National Registry of Level II-Advanced Welders. Appended are the following: workmanship qualification test report; face- and root-bend test report; optional AWS certification tests; and welding procedure specifications. Twelve figures/tables are included. (MN)

ED 401 425   CE 072 917

Guide for the Training and Qualification of Welding Personnel. Level II - Advanced Welders.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 192p.; For the final program report, see CE 072 915. For related specifications and guides, see CE 072 916-919 and ED 398 388-389.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Educational Equipment; *Employment Qualifications; Evaluation Criteria; Facility Planning; Learning Activities; Lesson Plans; Minimum Competencies; Performance Factors; Postsecondary Education; Program Administration; Program Development; Student Evaluation; *Trade and Industrial Education; *Welding

This guide is designed to help education and training facilities develop and administer competency-based training programs to qualify and certify trainees in accordance with the American Welding Society (AWS) requirements for level II (advanced) welders. Presented first are the scope, objectives, and requirements of the AWS qualification/certification program. Listed next are the minimum training and qualification requirements expected of advanced welders in the following areas: basic skills; shielded metal arc welding (SMAW); gas metal arc welding (GMAW); flux cored arc welding (FCAW); gas tungsten arc welding (GTAW); oxyfuel gas cutting, air carbon arc cutting, and plasma arc cutting. Section 3 consists of curriculum guidelines for the courses required to meet the minimum training/qualification requirements, a competency-based program outline, and learning modules that include the following: learning objective, performance conditions, desired behavior, evaluation criteria, and learning activities. Section 4 consists of general guidelines and performance qualifications for achieving the optional qualification of AWS-certified welder by demonstrating competency in SMAW, GMAW, FCAW, and GTAW. Seventeen figures are included. Appended are the following: recommendations for support personnel and systems, trainee populations, facility planning, and personal and shop materials/equipment/tools; sample training achievement record;

course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. Two appendixes contain industry competency profiles and the pilot program narrative. (KC)

ED 401 440   CE 072 933

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 10: Computer-Aided Drafting & Design, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 244p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Design; Computer Assisted Manufacturing; Course Content; *Drafting; *Entry Workers; Hand Tools; *Job Skills; Job Training; Learning Modules; Machinery Industry; Machine Tools; Manufacturing Industry; Metal Working; Postsecondary Education; Secondary Education; *Standards; Teaching Methods

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the computer-aided drafting and design specialty area. It is organized in the following sections: (1) a profile of Moraine Valley Community College (Illinois), the development center that produced these standards and curriculum; (2) a computer-aided drafting and design technician competency profile of job duties and tasks; (3) a computer-aided drafting and design technician duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Composition I; Introduction to Computer Graphics; Introduction to Drafting; Technical Mathematics, Introduction to Machine Tools, Mechanical Detailing, Introduction to Computer-Aided Drafting; Drafting Seminar; Three-Dimensional Modeling and Rendering; Materials of Industry; Machine Elements; Tool Drafting; Hydraulics and Pneumatics; Trigonometric Functions; Mechanics, Heat, and Sound; Machine Design; Statics and Strength of Materials; Plant Engineering Drafting; Computer Assisted Design/Manufacturing Concepts; and Speech Fundamentals. Each course syllabus includes the following: course hours, course descriptions, prerequisites, required course materials, teaching and evaluation methods, lecture and laboratory outlines, course objectives for technical and SCANS competencies, and suggested references. Two appendixes contain industry competency profiles and the pilot program narrative. (KC)

Postsecondary Education; *Public Education; Secondary Education; *Statewide Planning
IDENTIFIERS- *Ohio

Twenty-seven documents identified as critical to relating school-to-work to Ohio's public education system were analyzed to determine their topic emphasis. The Ohio School-to-Work Glossary, School-to-Work Opportunities Act, Goals 2000, Ohio Teacher Standards, and Ohio Curriculum Standards were used to develop a 10-category framework for the analysis. The documents were scanned, converted into Microsoft Word-readable files, and analyzed with VBPro to categorize their content in accordance with the project-developed category framework. The analysis results were used to develop various tables and figures that allow users to locate specific words, determine the frequency with which they are used in the documents as a set and individually, and determine the primary topics emphasized in a document. Among the main conclusions of the content analysis were the following: (1) the documents place a very high emphasis on academics and learner standards; (2) higher education, parental and community involvement, and work-based learning are also emphasized, but to a much lesser extent than academics and learner standards; (3) lifelong learning receive the least emphasis; and (4) the orientation of the materials is more heavily school based than work based. (Fifty-one tables/figures constitute the bulk of this document.) (MN)

ED 401 457 CE 072 966

Atkinson, John; And Others
Employers, Recruitment and the Unemployed. IES Report 325.
PUB DATE- 96
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; *Employment Practices; Foreign Countries; Literature Reviews; Multivariate Analysis; National Surveys; Public Policy; Questionnaires; *Recruitment; Tables (Data); *Unemployment
IDENTIFIERS- Employer Surveys; *United Kingdom

A representative sample of 800 employers in the United Kingdom were surveyed by telephone to determine their attitudes toward, recruitment of, and rejection of unemployed job seekers. The employer sample was selected to be representative from the standpoints of sector, firm size, and firm location. Twenty employers participated in face-to-face follow-up interviews. The literature on employers' attitudes toward and recruitment of unemployed individuals was also reviewed. Half of the 74% of respondents who had recruited during the past year had recruited from among unemployed individuals. Larger firms and public sector establishments were most likely to recruit unemployed workers. Nearly one-third of respondents stated that they usually/often recruited short-term unemployed individuals; however, only one-fifth reported hiring long-term unemployed workers. Only 29% of respondents ever had any involvement with government programs to help unemployed individuals. Three of four respondents did not consider recruiting an unemployed individual any riskier than recruiting an employed person. Most employers believed that unemployed people do possess needed skills; however, many respondents believed that the experience of unemployment renders individuals less attractive through demoralization and deterioration. (Appended are descriptions of the study methodology, achieved sample structure, and the contact letter and telephone interview questionnaire. Eighty elicited a total response rate of 18.3%, details the remuneration of graduates (as of July 1, 1994) in the following occupational categories: medical professions; dental professions; veterinary professions; pharmaceutical professions; supplementary medical occupations; nursing occupations; and health services occupations. Presented first are brief descriptions of the survey group; survey questionnaire, procedures used to analyze/present the data, and nature/scope of data reported under the various table headings. The nine tables constituting the remainder of the document present data on the following: median income of graduates working full time according to employer sector/occupation (overall and by gender), occupation/region/employer sector, occupation/post level/employer sector, occupation/work experience/employer sector, and occupation/working hours/employer sector; median income of full-time employees and self-employed persons according to occupation/economic sector; comparison of the income of men and women working full time according to occupation/work experience; and median income of graduates working full time according to occupation/work experience/population group/employer sector and field and level of study and employer sector. Included in the document are English and Afrikaans versions of the study report. (MN)

ED 401 475 CE 073 014

Jacobs, Johan
Remuneration of Graduates, as at 1 July 1994. Education Occupations = Vergoeding van Gegradueerdes, soos op 1 Julie 1994. Onderwysberoepe.
PUB DATE- 96
NOTE- 30p.; For related reports, see ED 399 438, and CE 073 011-017.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *Compensation (Remuneration); Foreign Countries; Fringe Benefits; Geographic Regions; Graduate Surveys; *Outcomes of Education; Postsecondary Education; Preschool Education; Private Sector; Public Sector; Racial Differences; Salary Wage Differentials; Secondary Education; Self Employment; Sex Differences; Tables (Data); *Teacher Education; *Teachers; *Wages
IDENTIFIERS- *South Africa

This report, in both English and Afrikaans, is based on data gathered during a September 1994 mail survey of 215,284 South African graduates that elicited a total response rate of 18.3%. It details the remuneration of graduates (as of July 1, 1994) in the following educational occupations: rector, principal, or inspector of education; lecturer; teacher; educational advisor; and educationalist. Presented first are brief descriptions of the survey group; survey questionnaire, procedures used to analyze/present the data, and nature/scope of data reported under the various table headings. The nine tables constituting the remainder of the document present data on the following: median income of graduates working full time according to employer sector/occupation (overall and by gender), occupation/region/employer sector, occupation/post level/employer sector, occupation/work experience/employer sector, and occupation/working hours/employer sector; median income of full-time employees and self-employed persons according to occupation/economic sector; comparison of the income of men and women working full time according to set of procedures to be followed that did not seem to reflect what novice designers actually did. Ten Canadian Grade 7 students were paired into five single-sex dyads to reflect the real world of technology. Each dyad was provided with a design brief that described the technological problem to be solved. Analysis involved transcribing and segmenting subjects' talk during the problem-solving session and retrospective interviews. A coding scheme was developed to reflect the problem-solving nature of designing. The design strategy of each dyad was represented in the form of a computer-generated "map." Comparisons between the strategies used by the dyads and a theoretical model indicated four very significant differences: students' strategies were more complex than suggested by any of the linear models; subjects generated solutions serially rather than generating several at the outset; the preferred strategy for developing ideas was modeling in three-dimensional terms; and evaluating was an integral and ongoing activity during design. (Eight figures and 65 references are included.) (YLB)

ED 401 492   CE 073 457

Sheats, Paul H.
The Case against the Adult Dropout. Occasional Paper Number 11.
PUB DATE- 65
NOTE- 20p.; Paper presented at the Conference on Vocational Education (Los Angeles, CA, January 1965).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Adult Education; *Continuing Education; Educational Needs; Liberal Arts; *Lifelong Learning; Participation; *Released Time; Retraining; Student Motivation

This speech, given in 1965, addresses the concern about low participation in continuing education. It proposes allowing adults one workday per week for voluntary participation in continuing education, either job related or liberal arts oriented. This proposal is based on the belief that the nation's progress depends on a national program of continuing education. To develop this program and assess existing and needed resources, the establishment of a National Commission on Continuing Education is recommended. In support of this proposal, the paper documents the continuous changes in the work force, the knowledge explosion, the persistence of poverty, and other economic justifications. In addition, it stresses the benefit of nonwork-related continuing education in developing values of personal worth, satisfaction, civic competence, and public responsibility, citing studies supporting the need to avoid equating adult education with retraining. The paper concludes by considering the costs of the proposal and stressing the need to communicate the benefits of continuing education to all adults. (SK)

ED 401 493   CE 073 458

Liveright, A. A.; Goldman, Freda H.
Significant Developments in Continuing Higher Education. Occasional Paper Number 12.
PUB DATE- 65
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

taken. The first section, "Children and Drugs" outlines the nature and extent of the drug problem and summarizes the latest research on the effects of drugs on students and schools. The next section describes action strategies for parents, schools, students, and communities to combat student drug use most effectively. The recommendations are derived from research and from the experiences of schools throughout the country. Special sections which follow are "Teaching About Drug Prevention," "How the Law Can Help," and a resource section on specific drugs and their effects, sources of information for further reading, and a list of 87 references used in creating this guidebook. (RB)

ED 401 512 CG 027 164

Brown, Robert S.; And Others
Safety and Security/Conflict Resolution: Elementary and Secondary Schools in the Toronto Board, 1995.
PUB DATE- May 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; *Educational Environment; Elementary Secondary Education; Foreign Countries; School Attitudes; School Effectiveness; *School Safety; *School Security; School Surveys; Social Control; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Toronto Board of Education ON

The Conflict Resolution Advisory Team has been involved with establishing and maintaining Conflict Resolution programs at Toronto Board (Canada) elementary and secondary schools. Research and Assessment was requested to support the Advisory Team in an evaluation of the programs in 1995. Questionnaires were sent to students (n=1181) and teachers (n=324), and telephone interviews were conducted with facilitators of Conflict Resolution programs (n=36) between March and June, 1995. The survey found that although teachers and students had, on the whole, positive attitudes about the school they attended, teachers were more positive than were students. Additional findings were reported in regard to: how safe students and teachers felt their schools were, the degree to which students talked with adults if they had problems, the types of conflicts observed, the frequency of conflicts, the experiences students and teachers had of being threatened, the locations of conflicts, how conflicts were resolved, and the perceived effectiveness of the Conflict Resolution Progam.. Thirty-seven tables and 15 figures present data and statistical analysis. Two appendices present an overview of interviews with secondary and elementary program facilitator and copies of research instruments. (TS)

ED 401 513 CG 027 166

Howieson, Cathy; Semple, Sheila
Guidance in Secondary Schools. Interchange Series, No. 41.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

tutor and tutee exchange ideas, where they engage each other in pressing issues. (TB)

ED 401 531 CS 215 478

Poulsen, Karen
Increasing the Participation of Fourth Grade Students in a Storytelling Festival.
PUB DATE- Jun 96
NOTE- 53p.; M.S. Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Audiolingual Skills; *Creative Expression; Curriculum Enrichment; Grade 4; Intermediate Grades; *Oral Interpretation; *Story Telling; *Student Participation
IDENTIFIERS- Festivals; Florida; Oral Presentations; *Storytelling by Children

A program was designed, developed, and implemented to increase the participation of fourth-grade students in a district-wide storytelling festival in Florida. The target school was the only one in the area to send no students to the festival year after year. The program was planned to work with 10 students in a storytelling practicum with 3 goals, all of which were met. The first objective was that after 12 weeks of workshops on storytelling techniques, at least 2 students would participate in the annual storytelling festival. In fact, 7 attended. The second objective was that after 9 weeks of workshops, at least 50% of the students would tell a story from memory. In fact, 7 told a story. The third objective was that after 4 weeks of workshops, at least 80% would tell a story to a small group. In fact, all the students were able to do so. Techniques for achieving the objectives included group improvisations, vocal and physical exercises, creative dramatics, and participation in a preview performance. The good results obtained suggest that experience and exposure to storytelling are beneficial to students. Appendixes include a teacher survey; criteria for story selection and guidelines; story sequencing; storytelling criteria evaluation; and a newspaper article about the festival. Contains 18 references. (Author/TB)

ED 401 532 CS 215 479

Jones, R. Kent
Learning the Structure of English by Means of Esperanto.
PUB DATE- 7 Oct 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *English; *Esperanto; FLES; Grammar; High Risk Students; *Instructional Effectiveness; *Language Skills; Second Language Learning; *Student Development; Transfer of Training
IDENTIFIERS- San Francisco State University CA

The Esperanto language was consciously designed as a coherent system, in contrast to the 3000 conventional languages originated by people's cave-dwelling ancestors. The systematic nature of Esperanto makes it ideal as an instructional tool. The amorphous nature of English makes its serious use very difficult for students. Even though they learn to "babble" it take into account the beliefs and assumptions that accompany the implementation of the program, the quality of the activities, and the opportunities that children have to construct personal meaning as a result of those activities. (Contains a table of data and 5 figures illustrating student work.) (RS)

ED 401 550   CS 215 558

Brandau, Deborah
Literacy and Literature in School and Non-School Settings. Report Series 7.6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cultural Context; *Educational Attitudes; Elementary Education; Ethnography; *Literacy; *Low Income; Reading Attitudes; Social Influences; *Socioeconomic Status
IDENTIFIERS- *Literacy as a Social Process; *New York (Upstate)

An ethnographic study examined and compared schooled and non-schooled uses of literacy and literature in a small, rural, all white, Adirondack Mountain community in upstate New York to explicate the way in which low social class and economic status constrain school achievement. More than 75 interviews were conducted over a 3-year period with students, teachers, school administrators, former students, parents, community members, and local employers. Observations were also conducted at graduations, holiday celebrations, faculty meetings, and the non-school classroom of hunters' safety training and snowmobile safety training. Results indicated that most of the families in the town are literate and are often involved with literacy during the course of their daily lives. Literacy is seen to exist within a social and cultural context, and its definitions are varied and changeable. People in the town understand what is required for academic achievement, but often choose not to pursue it. In both school and non-school settings, literacy is used for particular purposes, and there are specific demands placed by the community upon its members regarding specific texts. Although the school is arguably the best school in its section of the Adirondacks, family and peer influences, along with community norms, orchestrate a disengagement from schoolwork and from the pursuit of academic achievement as an avenue of social and economic mobility. (Contains 30 references. Appendixes present a chart representing student involvement in an "Animal Farm" unit, an Adirondack version of "The Marvelous Hunt," and 3 "amusement" texts.) (RS)

ED 401 551   CS 215 559

Horowitz, Edward M.
Chasing the Pot of Gold: Internships on the Road to Employment.
PUB DATE- Aug 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 316p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Feminism; *Journalism; *Mass Media Effects; Mass Media Role; *Newspapers; *Periodicals; Popular Culture; Presidential Campaigns (United States); Sex Bias; Victims of Crime
IDENTIFIERS- Audiotex; *Journalists; Media Bias; *Media Coverage; News Bias; News Sources; Popular Magazines

The Newspaper and Magazine section of the proceedings contains the following 11 papers: "Real-Time Journalism: Instantaneous Change for News Writing" (Karla Aronson and others); "Names in the News: A Study of Journalistic Decision-Making in Regard to the Naming of Crime Victims" (Michelle Johnson); "The Daily Newspaper and Audiotex Personals: A Case Study of Organizational Adoption of Innovation" (Debra Merskin); "What Content Shows about Topic-Team Performance" (John T. Russial); "Have You Heard the News? Newspaper Journalists Consider Audiotex and Other New Media Forms" (Jane B. Singer); "Who Reports the Hard/Soft News? A Study of Differences in Story Assignments to Male and Female Journalists at 'Newsweek'" (Dan Alinanger); "Welcome to Lilliput: The Shrinking of the General Interest in Magazine Publishing" (Erik Ellis); "The Retiring Feminist: Doris E. Fleischman and Doris Fleischman Bernays" (Susan Henry); "'Of Enduring Interest': The First Issue of 'The Readers Digest' as a 'Snapshot' of America in 1922--and its Legacy in a Mass-Market Culture" (Carolyn Kitch); "News Magazine Lead Story Coverage of the 1992 Presidential Campaign" (Mark N. Popovich and Sandra E. Moriarty); and "The Shrinking Debate over Journalistic Standards: Where Have All the Letters Gone?" (Brian Thornton). Individual papers contain references. (CR)

ED 401 569 CS 215 577

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Radio and Television Division.
PUB DATE- Aug 96
NOTE- 349p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Broadcast Journalism; Computer Mediated Communication; Federal Regulation; Females; Journalism Research; Mass Media Effects; Mass Media Role; *News Reporting; *Programming (Broadcast); Radio; Television Research; Womens Athletics; World Wide Web
IDENTIFIERS- Federal Communications Commission; Johnson (Nicholas); *Media Coverage; *Television News; Television News Magazines; Television Writing

The Radio and Television section of the proceedings contains the following 13 papers: "Two Pacific Powers View the World: News on CBS and TBS Television" (Anne Cooper-Chen); "Nicholas Johnson: The Public's Defender on the Federal Communication Commission, 1966-1973" (Max V. Grubb); "News Tips, TV Viewers, and Computer Links: A Follow-Up Story" (Jim Upshaw and Michael Elias); "Quantitative Television Coverage of Women's Athletics: ESPN Sportscenter and CNN Sports Tonight" (C. A. Tuggle); "A Deeper Look at the 'Superficiality' of Television News" (Daniel Riffe); "Television Station Sites on the World Wide Web" (Ray influence of gender on those motives. (Contains 5 tables of data, the survey instrument, and 56 references.) (NKA)

ED 401 587 CS 509 380

Johnson, Orin G.
Graphing the Demographics: What Is in an Audience? An In-Class Activity for Prior Audience Analysis & Adaptation in the Speech Classroom.
PUB DATE- Mar 96
NOTE- 8p.; Speaking outline and handouts for a paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Analysis; Class Activities; *Classroom Techniques; *Demography; Feedback; Higher Education; *Speech Communication; Student Characteristics
IDENTIFIERS- Speech Communication Education

Presenting lecture material, an in-class activity, and example transparencies, this paper is the first installment of a 3-part series of lecture/in-class activities that are used to get feedback from students on the effectiveness of teaching strategies in the area of audience analysis and adaptation in the classroom. The paper combines several elements in the area of speech preparation--audience information surveys, demographic traits, situational traits, and adaptation strategies. The lecture in the paper gives students practical and specific guidelines for accomplishing each task. The in-class activity in the paper helps students to assess the demographic traits of the speech audience in a collective manner. An audience demographic data sheet is attached. (RS)

ED 401 588 CS 509 381

Hutchinson, William
Monitoring School Bullying: A Review of One School's Program for Assessing and Monitoring the Problem.
PUB DATE- Nov 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Antisocial Behavior; *Behavior Problems; Elementary Secondary Education; Foreign Countries; Program Effectiveness; Program Evaluation; *Student Behavior; Student Surveys
IDENTIFIERS- Australia (Perth); *Bullying; *Communication Strategies

A study assessed the levels of bullying behavior at Hale School, an independent boys' day and boarding school in metropolitan Perth, Western Australia. In excess of 900 boys completed a survey instrument in 1994 and 1996. Results indicated that, despite a widely publicized program and the publication of anti-bullying and harassment policies, levels of bullying decreased only slightly in the 2-year life of the program, and that levels of bullying within the classroom increased. Further, despite an increased willingness on the part of students to report bullying to parents, they were less willing to report bullying matters to teachers. Findings reinforce the value of survey questionnaires to gauge the effectiveness of programs

Legislation; Government School Relationship; *Organizational Change; *Politics of Education; Power Structure; *School Culture; *Social Change

Part 1 of this book reproduces the second edition of Seymour Sarason's work, "The Culture of the School and the Problem of Change," in which he described how change affects a school's culturally diverse environment, either through the implementation of new programs or as a result of federally imposed regulations. First published in 1971, the book challenged many major assumptions about institutional change and examined efforts to implement Public Law 94-142 (Education for All Handicapped Children) into public schools. The book argued that federal efforts to restructure education were generally a failure. Part 2 revisits the issues 25 years after the original publication. Dr. Sarason expresses concern that the reform arena is being manipulated by forces that are at best untroubled by and at worst intent on dismantling the public school system, and that the education system's defenders are not focusing on the real issues. Part 1 contains 151 references and part 2 contains 54 references. (LMI)

ED 401 608 EA 028 039

Gregory, Tom
Making High School Work: Lessons from the Open School.
PUB DATE- 93
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discovery Learning; *Educational Innovation; Experiential Learning; Experimental Curriculum; *High Schools; Humanistic Education; Individual Development; Individualized Instruction; Nongraded Instructional Grouping; *Nontraditional Education; *Open Education; Personal Autonomy; *Progressive Education; Public Schools; *Student Centered Curriculum; Student Participation

Adolescents have a strong need to feel that they belong. This book relates the story of a nontraditional high school, at which the author was a part-time staff member during the 1987-88 academic year. Data were gathered from participant observation and from interviews with 23 teachers and staff members, 42 students, and 6 educational professionals. The Jefferson County (Colorado) Open High School was unique in several ways: a small study body; students accepted regardless of their motivation, ability, or past school history; nongraded, self-evaluation; active, involved students; and individualized curriculum organized around six "passages" that embodied student challenges: Adventure, Career Exploration, Creativity, Global Awareness/Volunteer Service, Logical Inquiry, and Practical Skills. Trips throughout North and Central America were an important part of the school's educational program. Methodological notes are included in the appendix. (Contains 43 references.) (LMI)

ED 401 609 EA 028 040

Kahne, Joseph
Reframing Educational Policy: Democracy, Community, and the Individual. Advances in Contemporary Educational Thought, Volume 16.
PUB DATE- 96
NOTE- 187p.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Administrator Attitudes; *Educational Assessment; Educational Innovation; Elementary Secondary Education; *Evaluation Criteria; Outcomes of Education; *Performance; Principals; Standardized Tests; Standards; *Student Evaluation
IDENTIFIERS- New American Schools Development Corporation

The New American Schools Development Corporation (NASDC), a private nonprofit corporation, was created in 1991 to fund the development of new designs for high-performance schools. Since 1993, the designs have been implemented at over 200 schools nationwide. This book presents the findings of a formative evaluation conducted by RAND Corporation for NASDC. The study explored the elements of state and district accountability systems that facilitated and impeded innovative practice. Data were derived from visits made to 30 NASDC sites during spring 1995 and from telephone interviews conducted with 20 NASDC-school principals in summer 1995. A majority of the principals believed that standardized, multiple-choice tests failed to address the knowledge, skills, and behaviors that innovative programs seek to promote. In contrast, 85 percent of the principals in jurisdictions with performance-based accountability tests pointed to the close alignment that existed between reform goals and their states' assessments. They contended that performance-based tests model and support good classroom practice and help faculty focus on performance standards and student outcomes. The principals also identified problems associated with the reporting of school data on attendance, mobility, disciplinary referrals, course completion, graduation, promotion, and other student outcomes. It is recommended that NASDC and other reform sponsors educate and lobby at the state and district levels, to ask that accountability requirements be supplemented by explicit, congruent indicators. (Contains 16 references.) (LMI)

ED 401 627 EA 028 069

Barber, Larry W., Ed.
Straight Talk about America's Public Schools: Dispelling the Myths. Hot Topics Series.
PUB DATE- Jan 96
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Child Neglect; *Child Welfare; Crack; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Fetal Alcohol Syndrome; Poverty; Prenatal Drug Exposure; *Public Education; *Public Schools; School Demography; School Effectiveness; Test Score Decline; Violence

The major issues surrounding the problems in American education are intertwined and obliquely connected in ways that are not clear to the casual reader or to single-issue authors. This handbook was designed to provide educators with information to refute claims that the American public education system is in a state of disarray and imminent collapse. It seeks to dispel the following myths: (1) Scholastic Aptitude Test scores are declining and have been doing so since 1963; (2) more students dropped out in 1993 than ever before; (3) education costs more and does less; (4) the American education system is not producing enough scientists or engineers for America to keep up study examined BEP students' academic achievement and surveyed their opinions about their academic performance. Data were collected during the 1992 and 1993 summer sessions from a sample of 438 black students and 120 white students. The data show that students achieved higher scores during each BEP summer session and were promoted to the 10th grade. Students attributed their improved achievement to the shorter school day, the lessened subject load, better attendance, smaller classes, increased classroom participation, and their attitudes toward summer school. The implications are that students must internalize the belief that all students can learn and hold high expectations of themselves; and that educators should address issues of racial and gender equity, reduce class size, and provide alternative approaches to the school day. Three tables are included. (LMI)

ED 401 647 EA 028 101

Achilles, C. M.; And Others
If We're Rebuilding Education, Let's Start with a Firm Foundation.
PUB DATE- Oct 96
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Administrator Responsibility; *Administrator Role; Codes of Ethics; *Educational Administration; Elementary Secondary Education; *Foundations of Education; Higher Education; Principals; *Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Knowledge Base for Administration

This paper expresses points of view about what is needed to create a knowledge base for educational improvement. It argues that educators have failed to build a strong foundation for education's presumed cumulative effect. The paper assesses the claim that education constitutes a profession and discusses ways to improve the current educational system, with a focus on (1) improving educational structure by borrowing innovations from other professions; and on (2) improving the technical core of education by incorporating research results. The paper discuses the role of the education-administration professor in recognizing the importance of and using research outcomes to improve the technical core of education. Finally, the paper suggests that knowledge-base domains developed by the University Council for Educational Administration (UCEA) disregard the realities of educational problems, such as race, gender, social class, and the public perception of education. Appendices contain information on the practitioner as "professional other," Getzels' (1979) problem categories, a comparison of key elements for two primary social institutions, an example of using empirical results to improve education, and the American Association of School Administrators' statement of ethics. (Contains 27 references.) (LMI)

ED 401 648 EA 028 102

Smithmier, Angela
The "Double Bind" of Re-presentation in Qualitative Research Methods.
PUB DATE- Jun 96
NOTE- 25p.; Paper presented at the Qualitative Research in

understanding of the phonetic alphabet, improved understanding of the professional vocabulary used by the speech-language pathologists, a beginning sign language proficiency, and basic knowledge of speech-language and hearing services. Appendices include the evaluation survey and a listing of topics covered in the course. (Contains 12 references.) (DB)

ED 401 665 EC 305 126

Osborne, Allan G., Jr.
Legal Issues in Special Education.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Compliance (Legal); Conflict Resolution; Court Litigation; Decision Making; *Disabilities; Disability Identification; Discipline; Due Process; Educational History; *Educational Legislation; Elementary Secondary Education; Eligibility; Equal Education; *Federal Legislation; Legal Problems; *Legal Responsibility; Pupil Personnel Services; School Responsibility; *Special Education; Student Placement
IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This book is designed to provide educators with comprehensive information about special education law, especially the Individuals with Disabilities Education Act (IDEA). Chapter 1 briefly reviews the history of special eduction. In Chapter 2 the specific rights of students to special education and related services are detailed. Chapter 3 outlines the procedural rights students with disabilities and their parents have under IDEA regarding the identification of the student's disabilities and the development of individualized education programs. The dispute resolution process under IDEA is explained in the fourth chapter. Chapter 5 focuses on placement decisions and identifies the components of an appropriate education and factors that must be considered when making placement decisions. Chapter 6 reviews the supportive services that qualify as related services under IDEA and the circumstances under which they must be provided. The special procedures required when school officials discipline special education students are discussed in the seventh chapter. Chapter 8 identifies the remedies available to parents when a school district fails to comply with the law. Other issues that have been litigated under IDEA are briefly discussed in Chapter 9. The final chapter considers how Section 504 of the Rehabilitation Act and the Americans with Disabilities Act affect students. An epilogue stresses ways that administrators can prevent legal problems. (Individual chapters contain endnotes.) (DB)

ED 401 666 EC 305 127

Clark, Cindy Dell
Imaginal Coping and Childhood Illness: How Children Relate to Treatments for Chronic Illness.
PUB DATE- Aug 96

Collaboration" (Patrick H. Haley and others); (9) "Early Childhood Education" (Mary Dunkle Voorhees and others); (10) "Strategies for Including Students in Elementary School Programs" (Johnna R. Elliott); (11) "Middle School: A Naturally Inclusive Environment" (Kathleen Jamison and others); (12) "Inclusion in the Secondary School" (Judy K. Montgomery); (13) "Vocational Education: Options To Meet the Varying Needs of Students" (Diane C. Elliott and others); (14) "Transition Planning with an Inclusive Philosophy" (Sharon H. deFur and Douglas L. Russell); (15) "Including Students with Behavioral Challenges: Blending Schoolwide Discipline and Individual Supports" (K. Brigid Flannery and others); (16) "Students with Special Health Care Needs" (Dianne Koontz Lowman); (17) "Educating Students Who Are Deaf and Hard-of-Hearing" (Brenda Chafin Seal); (18) "Students with Dyslexia and Other Reading Disabilities" (Virginia L. McLaughlin and Carol S. Beers); and (19) "Staff-Development Activities" (Susan Mongold). Appended are policy and position statements of major organizations on inclusive education and texts of recent regulatory changes which address legal concerns. (Individual chapters contain references). (DB)

ED 401 683 EC 305 174

White, Karl R.; And Others
The Efficacy of Evoked Otoacoustic Emissions in Identifying Hearing Loss in Children with Developmental Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiology; *Auditory Evaluation; Clinical Diagnosis; *Developmental Disabilities; *Disability Identification; Early Childhood Education; Evaluation Methods; *Hearing Impairments; Incidence; Multiple Disabilities; *Screening Tests; Young Children
IDENTIFIERS- *Transient Evoked Otoacoustic Emissions; Utah

This report describes a project in Utah to investigate the feasibility of using transient evoked otoacoustic emissions (TEOAE) as a tool for screening for hearing loss in children with developmental disabilities (DD). Study participants included 336 students (ages 5 to 7) with no identified DD and 765 students (ages 3 to 7) with one or more DD. Each participant was screened using two conventional pure tone hearing screening protocols and two TEOAE hearing screening protocols. The study found that, overall, the operant characteristics of one of the conventional hearing screening protocols (which used tympanometry screening for the 500 Hz pure tone) were superior to the other measures. However, for nearly one-third of the children with DD, screening results could not be obtained from either of the pure tone screening protocols, whereas successful results were obtained for over 98 percent of the same children using the TEOAE screenings. Results also supported previous findings of a substantially higher incidence of hearing loss in children with DD. The report addresses the project's importance, purpose, accomplishments, methodology, and results. Extensive appendices include necessary approvals for use of human subjects; data collection schedules and summary sheets; a consultant's report; a listing of data dissemination activities, and a summary of participant data. (Contains 59 references.). (DB)

Secondary.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 166p.; For the elementary curriculum, see EC 305 203.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Abuse; Decision Making; *Disabilities; *Drug Abuse; *Drug Education; Interpersonal Competence; Learning Activities; Lesson Plans; *Prevention; Secondary Education; Self Esteem; Substance Abuse

The Project Prevention curriculum is specifically designed for the prevention of substance abuse among students with disabilities and was piloted in 10 classrooms serving students with mild, moderate, and severe disabilities. This component of the curriculum is intended for secondary students and includes four sections with a total of 67 lesson plans which address: (1) self-esteem; (2) social skills; (3) decision making; and (4) drug awareness. Although the activities are designed to be implemented in sequential order, a teacher can also use individual activities which best suit the students involved. Information provided for each activity includes recommended time allotment, needed materials, procedures, and worksheets or handouts. Examples of activities include: becoming more aware of emotions and ways to maintain self-control, understanding friendship, identifying personal values, asserting oneself, and learning about marijuana and its effects on the body. A glossary defines terms that may be unfamiliar to students. (Contains 15 references.) (DB)

ED 401 703   EC 305 205

Fenichel, Emily, Ed.
Relationship-Based Organizations .
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; At Risk Persons; *Disabilities; *Early Intervention; Family Needs; *Family Programs; Infants; Integrated Services; Interaction; *Interpersonal Relationship; Models; *Organizational Development; Prevention; Program Descriptions; Program Development; Rural Areas; Social Services; Supervision; Teamwork; Toddlers; Urban Areas; Young Children
IDENTIFIERS- Ounce of Prevention Program IL

The six articles in this newsletter theme issue focus on three successful infant/family organizations serving families with young children either at risk for a disability or having a disability: Southwest Human Development (Phoenix, Arizona); The Ounce of Prevention Fund (Chicago, Illinois); and New Horizons Center for Children and Families of Macon County (North Carolina). In the first article, "Relationship-Based Organizations," Judith Bertacchi describes a model of organizational design which stresses relationships as the basis of the organization's work, and outlines principles of relationship-based work such as mutuality of shared goals and commitment to evolving growth. "Lessons Leaders Learn" presents the transcript of an interview with Ginger Mach-Ward and Harriet Meyer, the executive directors of two of the organizations, as they discuss the development and evolution of that may constrain social interaction should not be oversimplified. (Author/MSE)

ED 401 723 FL 024 194

Powers, Susan M.
MAPping Phrase Markers.
PUB DATE- 95
NOTE- 11p.; Paper presented at the Groningen Assembly on Language Acquisition (1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Cognitive Mapping; *Dutch; *English; Foreign Countries; Grammar; *Language Acquisition; *Language Patterns; Language Research; *Linguistic Theory; Phrase Structure; *Syntax; Uncommonly Taught Languages

An analysis of language acquisition in English and Dutch focuses on a theory of phrase structure. It is argued that the previously posited phrase structure operations of projection and adjunction can be dispensed with in favor of the single operation of "merge." One version of merge is shown to account for a range of data from child English and child Dutch. It is also proposed that the phrase structure possibilities this version yields also account for previously reported but unsolved syntactic puzzles in child language and for adult uses of lexical items. The primary finding is that merge is, both conceptually and empirically, a more parsimonious operation; a single operation facilitates the mapping of phrase markers to children's earliest utterances. Contains 14 references. (Author/MSE)

ED 401 724 FL 024 196

McFarland, Katherine P.
Suggestions for Comprehensible Input for Limited English Proficient Students in the Content Area Classroom.
PUB DATE- Oct 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Context Clues; English (Second Language); *Instructional Materials; *Limited English Speaking; Linguistic Input; *Listening Comprehension; Media Selection; Peer Teaching; *Reading Comprehension; Reading Strategies; Study Skills; Teacher Behavior; Test Construction; Testing; Writing Strategies
IDENTIFIERS- *Comprehensible Input; *Content Area Teaching

A list of suggestions for the content-area teacher dealing with limited-English-proficient students is designed to help increase the comprehensible input provided to the students. A brief introductory section reviews theory underlying the approach. Subsequently, nine lists outline specific classroom activities (speaking/listening), teacher behaviors, instructional material choices, audiovisual aids, features of the classroom environment, presentation techniques, interaction patterns, reading and writing instructional methods, study skills, evaluation techniques, test modifications, and testing techniques for teachers to use. Contains nine references. (MSE)

ED 401 725 FL 024 211

language have the same learning strategies as other groups previously studied, and (2) whether the experience of studying or living abroad affects learning strategy use. Subjects were 24 Japanese third-year college students, learners of English as a second language who were studying in England. Data on learning strategy choice and use were gathered from students using an inventory of language learning strategies, and from teachers using a survey of teaching strategies employed and their perceptions of Japanese students' language learning strategy preferences and use. Students were surveyed during the first and eighth weeks of an intensive English course. Results indicate some learning strategies were not used, which is attributed to: influence of English teachers in Japan; characteristics of the Japanese language; and level of English ability. Students tended not to use strategies not learned in Japan, and many had learned strategies from teachers in Japan. Learners' sex, integrative motivation, and instrumental motivation affected choice of strategies significantly, but major, personality, and proficiency did not. Experiences of both studying and living abroad also affected strategy choices significantly. Appended materials include data tables and the questionnaires in both English and Japanese. Contains 47 references. (MSE)

ED 401 747 FL 024 241

Manuel de Kanuri (Kanuri Manual).
PUB DATE- May 93
NOTE- 89p.
LANGUAGE- English; Kanuri
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Daily Living Skills; Foreign Countries; *Grammar; *Interpersonal Communication; *Language Patterns; *Uncommonly Taught Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- Gardening; *Kanuri; Niger; Peace Corps

The materials for learning Kanuri are designed for the language training of Peace Corps volunteers. They include lessons organized around ten themes: introductions (others, family, greetings and condolences); expressing one's needs; shopping; the tailor; meals; giving and getting directions; travel; daily activities; and gardening. Lessons include lists of vocabulary and expressions to be learned, grammar notes, additional useful expressions, exercises, and in some cases, cultural notes. (MSE)

ED 401 748 FL 024 245

Lee, Benny
On the Processing of Regular and Irregular Inflections: The Symbolist-Connectionist Debate Revisited.
PUB DATE- 95
NOTE- 12p.; In: Proceedings of the Groningen Assembly on Language Acquisition (Groningen, The Netherlands, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English; *English (Second Language); Foreign Countries; *Grammar; *Language Patterns; *Language Processing; Language Proficiency; Language Research; Linguistic Theory; Models; Native Speakers; Phonology; Second Language Learning; *Tenses (Grammar)
IDENTIFIERS- *Inflection (Grammar)

Instruction; Travel; Uncommonly Taught Languages; Voluntary Agencies; Volunteer Training; Weather
IDENTIFIERS- *Moldova; Peace Corps; Shopping

This guide is designed for the Romanian language training of Peace Corps volunteers, focusing on skills and situations common in that context. It consists of 11 instructional units corresponding to 11 topics: greetings and farewells; new friends; food; moving around town; shopping; travel; telephone usage; people and characteristics; seasons; health and illness; and school. Each lesson contains a brief dialogue, vocabulary and phrase list, grammar notes, and a number of exercises to reinforce learning. Notes on elementary grammar are appended. Text and exercises are primarily in Romanian, with some English used to give instructions. (MSE)

ED 401 769 FL 024 411

McCandless, Elise; And Others
Are Limited English Proficient Students Being Taught by Teachers with LEP Training? Issue Brief.
PUB DATE- Dec 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); Elementary Secondary Education; *English (Second Language); *Enrollment Rate; Geographic Distribution; *Limited English Speaking; National Surveys; *Public Schools; Regional Characteristics; Student Needs; *Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Schools and Staffing Survey (NCES)

Data from the National Center for Education Statistics' 1993-94 annual Schools and Staffing Survey concerning the training of teachers of limited-English-proficient (LEP) students are summarized. LEP training was defined to include both pre-service and in-service training. In 1993-94, United States public schools enrolled over 2.1 million LEP students, with considerable variation by state and region. Teachers in areas with large proportions of LEP students were more likely to have LEP training. Over 12 percent of all students in the West were LEP, and nearly half their teachers had LEP training. Under 2 percent of Midwest students are LEP, with about 12 percent of teachers LEP trained. A similar pattern was found at the classroom level. However, in classes with low percentages of LEP students, English teachers were more likely than other core teachers to have LEP training. These patterns suggest that effort is being made to accommodate the needs of LEP students, as mandated by law. Research on the nature, extent, and quality of LEP training is recommended. Contains nine references. (MSE)

ED 401 770 HE 029 603

State University of New York College at Buffalo: Selected Financial Management Practices. Report 95-S-82.
PUB DATE- Oct 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Athletic Coaches; Attendance Patterns; *College Administration; College

Communities by the Education Information Network in the European Community.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *College Students; Comparative Education; Educational Economics; Educational Finance; *Eligibility; Financial Services; Foreign Countries; Grants; Higher Education; *International Education; Paying for College; Place of Residence; Public Support; *Residence Requirements; Student Costs; *Student Financial Aid; Student Mobility; Transfer Students
IDENTIFIERS- *European Community

This report provides information on the amounts and types of financial assistance available to students both within the member states of the European Community and across its frontiers. The first part of the report summarizes the main systems of financial assistance for students in higher education in the European Community, looking at several factors: tuition fees; types of financial assistance available; means testing of awards; the academic criteria applied; whether the amount of assistance is variable, and if so, what the criteria are; other social benefits received by students; portability; and eligibility. A table and a chart summarize this information for the countries covered: Belgium (listing the French and the Flemish communities separately), Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Portugal, and the United Kingdom. The remainder of the report provides information for each of the factors for the countries noted above. (CH)

ED 401 788 HE 029 634

Kaiser, Frans
Higher Education in the European Union. Facts and Figures Over a Decade.
PUB DATE- 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Attendance; College Faculty; College Graduates; College Outcomes Assessment; *Comparative Education; Educational Economics; *Educational Finance; Eligibility; Employment; *Enrollment; Expenditures; Financial Services; Financial Support; Foreign Countries; Full Time Faculty; Government Role; *Higher Education; *International Education; Paying for College; Public Support; Student Costs; Trend Analysis
IDENTIFIERS- *1980s; *European Community; Time to Degree

The statistical data presented in this report provide a sketch of higher education in the European Union for the period 1980-89. An introductory chapter defines the topics covered by the report: enrollment, number of graduates, teaching staff, actual duration of study for higher education graduates compared to stipulated duration, unemployment rates of graduates, and public expenditures. Conceptual differences between Member States are identified and there is a short discussion of comparative levels of education and comparative trends. In the second chapter text and approximately 50 figures and tables look at each of the topics in detail for each of the 12 European Union member states--Belgium, Denmark, Germany, France, Greece, Ireland, Italy, Luxembourg, The Netherlands, graduate from a public community college without passing the TASP. This third edition of the TASP policy manual includes all rules and guidelines related to the TASP, both for administrators and those applicable to students. Examples of the approximately 100 policy topics covered include: academic dishonesty, admission requirements, alternative assessment, athletic eligibility and the TASP, cheating, certificate programs, disabled students, foreign students, institutional placement testing, minimum performance standards, nontraditional educational experiences, veterans, and withdrawing from remediation. The Texas Education Code Chapter 5, Subchapter P: "Testing and Remediation" is included as an appendix. (JLS)

ED 401 806   HE 029 653

Special Item Funding for Texas Public Institutions of Higher Education Included in H.B. 1, 74th Legislature. Fiscal Years 1996 and 1997.
PUB DATE- Feb 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; Community Colleges; Equal Education; *Financial Support; Higher Education; Medical Schools; *Special Programs; *State Aid; State Legislation; *State Schools; State Universities; Vocational Schools
IDENTIFIERS- *Texas

This report summarizes special item funding for public universities, health-related institutions, technical colleges, and community colleges in Texas for fiscal years (FYs) 1996 and 1997, as provided by House Bill 1, 74th Legislature (General Appropriations Act). "Special items" are defined as appropriations made to selected institutions that are identified by a separate line in the appropriations act. The report provides tabular data on general, educational opportunity, research, public service, debt retirement, system support, and health care funding items by institution, by principal purpose category, by Border/South Texas Initiative, and by Northeast Texas Initiative. For FY 1996 and 1997 special item funding totals $524 million and constitutes approximately 7.9 percent of all education and general state support appropriated to Texas institutions of higher education. Although comparisons with prior biennia are not possible because of changes in the general appropriations bill pattern, it is clear that special item funding is increasing at a higher rate than funding for higher education as a whole. (MDM)

ED 401 807   HE 029 654

An Overview of Article III, House Bill 1, 74th Legislature (General Appropriations Act). Agencies of Public Higher Education.
PUB DATE- Oct 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Community Colleges; Educational Facilities; Expenditures; *Financial Support; Higher Education; *State Aid; State Legislation; *State Schools; State

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; Demonstration Programs; Educational Change; *Educational Environment; *Educational Objectives; Higher Education; *Innovation
IDENTIFIERS- *Morris College SC

This paper describes a special academic environment in the Morris College (South Carolina) Division of General Studies to promote the success of entering freshmen in mastering course offerings in general education, as well as provide an Honors Program for students with superior academic ability, motivation, and background. The division attempts to challenge and motivate all entering students to master basic skills while introducing content areas in a manner that does not threaten, but nurtures and cultivates student achievement. This paper explains the division's objectives, services rendered, major programs and activities, enrollment and retention data, faculty, and resources. A faculty survey on the division's activities identified eight assets: student support; centralized handling of freshmen; extracurricular activities; sense of identity for freshmen, especially the undecided; leadership; focus on individual needs; dialogue with students; and advisement. The survey also described eight problems: low standards; too many hours; lack of funds and personnel; unsatisfactory faculty advisement; lack of communication; delayed computer training; overcrowded classes in certain sections; and general studies faculty have no opportunity to teach upper level courses. (MAH)

ED 401 827 HE 029 676

Connell, Mary Ann
Ethics Issues for the College/University Lawyer.
PUB DATE- Jun 96
NOTE- 9p.; Paper presented at the Annual Conference of National Association of College and University Attorneys (San Antonio, TX, June 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; *Ethics; Higher Education; *Lawyers; *Legal Problems; *Legal Responsibility; Philosophy; School Personnel; Universities

This paper addresses recurring ethical questions faced by college and university attorneys concerning who is the client, representation of individual and institutional defendants, and the witness-advocate rule. It also provides an overview of ethical considerations which can arise when the college/university attorney participates in the investigation of possible employee/student misconduct and in campus adjudicatory hearings. The college/university can act only through its duly authorized constituents, which the attorney usually has no difficulty identifying. Board by-laws, institutional policies and delegations of authority define responsibilities and define who speaks and acts for the institution. When the university and faculty/staff/administrators in both their official and individual capacities are named as defendants, responding on behalf of each named client appears to be the most appropriate action unless there is no difference in the facts and legal theories of defense available to each defendant. Lawyers generally cannot act as advocates at trials in which they are

Shaughnessy, M.; And Others
Human Cognition and Information Processing: Potential Problems for a Field Dependent Human Sequential Information Processor.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Career Choice; Case Studies; *Cognitive Processes; Comparative Analysis; Field Dependence Independence; *Job Training; *Nuclear Power Plant Technicians; *Vocational Aptitude
IDENTIFIERS- Luria (A R)

Numerous cognitive psychologists have validated the hypothesis, originally advanced by the Russian physician, A. Luria, that different individuals process information in two distinctly different manners: simultaneously and sequentially. The importance of recognizing the existence of these two distinct styles of processing information and selecting a career suitable to one's method of processing information is illustrated by the cases of two sequential information processors who participated in training programs for nuclear power plant operators. Although both men handled serially ordered tasks very well, neither was capable of comprehending the overall structure of related tasks. Because both training programs in which the men were involved were designed for simultaneous information processors, each man failed his respective training course. One of the men chose a new career that was suitable for sequential information processors and went on to become a respected contributor in reactor engineering for a nuclear steam supplier. The other man eventually managed to obtain certification as a nuclear power plant operator by enrolling in a different training program; however, his inability to process information simultaneously eventually led to failure as a nuclear power plant operator and loss of his nuclear license. (Contains 11 references.) (MN)

ED 401 391 CE 072 875

Something Old, Something New: Rewarding Ventures for FE.
PUB DATE- 96
NOTE- 49p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Corporate Support; Educational Finance; *Food Service; Foreign Countries; *Partnerships in Education; Postsecondary Education; *School Business Relationship; *Shared Resources and Services; *Technical Institutes; Technology Education; Vocational Education
IDENTIFIERS- *England

This booklet examines the partnerships that two British further education (FE) colleges have formed with private-sector firms since the incorporation of FE colleges in April 1993. Described first is the partnership arrangement between Guildford College and a private-sector catering firm that began with sharing of the costs of renovating and refurbishing the college canteen and that has since allowed both partners to share the profits from the catering firm's supplying students with the types of food the students actually want. The second half of the booklet discusses the partnership between St. Helens College and the pharmaceutical firm SmithKline, which donated an unwanted

PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Adult Education; Adult Learning; Adult Students;
*Cognitive Style; Independent Study; *Instructional Design;
Learning Motivation; *Learning Strategies; Metacognition; Self
Evaluation (Individuals)

Building awareness of the self as learner is central to learning. Reflecting on past experiences helps individuals elucidate undetected characteristics of themselves as learners. Active learners are more likely to experiment with new learning strategies and take risks. Because of their inquiring dispositions, they self-monitor and self-evaluate their progress. People increase their efficiency and effectiveness as learners when they can apply a full array of learning skills, strategies, and tools. Learners need to be adaptive to diverse learning contexts. Learning to learn entails recognizing the causes and effects of peak learning, as well as developing coping strategies for mental blocks, blindspots, and other barriers. People learn how to learn as they gain understanding, exert control over their learning, and cultivate their learning competencies. Learning dilemmas call for a self-monitoring process that allows people to make informed judgments about the best strategies for specific learning situations. Building competence as a learner requires alertness to the processes of learning. Individuals can keep tabs of the processes by self-questioning, monitoring, and regulating their learning. Facilitating learning to learn includes helping people become aware of their habits as learners. Supportive learning environments should contain structured activities that provide insight about the processes of learning to both the learner and the facilitator. (Contains 16 references.) (YLB)

ED 401 409 CE 072 900

Flecha, Ramon
Traditional Modernity, Postmodernity and Communicative Modernity.
Related Issues in Constructing Roles and Learning Tasks of
Adult Education.
PUB DATE- May 96
NOTE- 11p.; In: Constitutive Interplay midst Discourse of East
and West: Modernity & Postmodernity Renderings in Adult &
Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Adult Education; Adult Learning; Educational
Philosophy; Educational Theories; Foreign Countries;
Information Theory; *Modernism; *Student Role; Teacher
Responsibility; *Teacher Role
IDENTIFIERS- *Postmodernism; *Transformation Theory (Adult
Learning)

In the new historical and sociocultural context, one of the most outdated foundations of education and social movements is the traditional subject-object perspective of transformative leadership. Three ways to deal with this dilemma of "decentering" the subject are as follows: to maintain traditional convictions and assumptions, to deny the possibility of any transformative utopia, and to elaborate transformation perspectives adequate for present societal needs. When the modernist foundation of the transformation of the object by the subject was in crisis, poststructuralists sample level II welder certificate of completion; and 57 references. (MN)

ED 401 426 CE 072 918

Specification for Qualification and Certification for Level III - Expert Welders.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 39p.; For the final program report, see CE 072 915. For related specifications and guides, see CE 072 916-919 and ED 398 388-389.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; *Employment Qualifications; Evaluation Criteria; *Minimum Competency Testing; Performance Tests; Postsecondary Education; Records (Forms); Required Courses; *Specifications; *Trade and Industrial Education; *Welding; Work Experience

This document defines the requirements and program for the American Welding Society to certify expert welders through an evaluation process entailing performance qualification and practical knowledge tests requiring the use of advanced reading, computational, and manual skills. The following items are included: statement of the standard's scope; definitions of key terms; requirements for participating organizations; education and work experience requirements; purposes/scope of the written examinations and performance tests; inspection, testing, and acceptance criteria; documentation requirement; certification procedure; and information about the National Registry of Level II-Advanced Welders. Appended are the following: visual inspection test report; face- and root-bend test report; and welding procedure specifications. Twelve figures/tables are included. (MN)

ED 401 427 CE 072 919

Guide for the Training and Qualification of Welding Personnel. Level III - Expert Welders.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 169p.; For the final program report, see CE 072 915. For related specifications and guides, see CE 072 916-918 and ED 398 388-389.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Educational Equipment; *Employment Qualifications; Evaluation Criteria; Facility Planning; Learning Activities; Lesson Plans; Minimum Competencies; Performance Factors; Postsecondary Education; Program Administration; Program Development; Student Evaluation; *Trade and Industrial Education; *Welding

This guide is designed to help education and training facilities develop and administer competency-based training programs to qualify and certify trainees in accordance with American Welding Society (AWS) requirements for level III (expert)

ED 401 441   CE 072 934

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 11: Computer-Aided Manufacturing & Advanced CNC, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 277p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; Competency Based Education; *Computer Assisted Manufacturing; Computer Software; Course Content; Course Descriptions; Curriculum; Curriculum Development; Job Skills; Machine Tool Operators; *Machine Tools; Manufacturing; Manufacturing Industry; *Metal Working; *Numerical Control; Postsecondary Education; *Technical Education

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the computer-aided manufacturing and advanced computer numerical control (CNC) specialty area. It is organized in the following sections: (1) a profile of San Diego City College, the development center that produced these standards and curriculum; (2) a computer-aided manufacturing and CNC technician competency profile of job duties and tasks; (3) a technician duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Basic Principles of Machine Technology; Introduction to CNC and Electro-Discharge Machining (EDM); Introduction to CNC Verification and Communication; Introduction to Computer Aided Design/Manufacturing (CAD/CAM); Applications of CAD/CAM I; Introduction to CNC Controlled Vertical Machining and EDM; Application of CNC Controlled Vertical Machining and EDM; Advanced CAD/CAM; Application in Advanced CAD/CAM I; Introduction to CNC Controlled Turning; and Applications of CNC Controlled Turning. Components of each syllabus are as follows: lecture, lab, and credit hours; course description; prerequisites; course objectives; required course materials; method of instruction; course objectives: technical competencies; and course objectives: SCANS competencies. Appendixes contain the individual competency profiles for each company surveyed by the MAST development center. and narrative of the pilot program for this occupational specialty. (YLB)

ED 401 442   CE 072 935

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 12: Instrumentation, tables/figures and 90 references are included.) (MN)

ED 401 458 CE 072 967

Shattering the Glass Ceiling. Issues and Solutions in Promoting the Advancement of Women and Minorities to Executive Management in Corporate America. White Paper 1966.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; Career Ladders; *Change Strategies; Compliance (Legal); *Corporations; Employment Level; Employment Patterns; Employment Practices; Equal Opportunities (Jobs); *Females; *Minority Groups; Needs Assessment; Occupational Mobility; *Promotion (Occupational); Public Agencies; Recruitment
IDENTIFIERS- *Glass Ceiling

Despite their progress in the workplace in recent years, women and minorities still remain greatly underrepresented in executive roles in major U.S. companies. The barriers, attitudes, and practices that deter the advancement of women and minorities into executive ranks collectively result in the phenomenon known as the "Glass Ceiling." The cases of several large corporations confirm that it is in a company's best interests to enact programs to diversify the work force and eliminate the glass ceiling. The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) works to promote equal opportunity in the workplace but it does not mandate results. The OFCCP's Glass Ceiling Commission has identified three major areas in the recruitment process that tend to create and perpetuate the glass ceiling: word-of-mouth networking, networking based on employee referrals, and executive search firms. When reviewing the fairness of federal contractors' hiring practices, OFCCP gives great weight to good faith efforts. Among the strategies for shattering the glass ceiling identified by the Glass Ceiling Commission are the following: recognize that commitment begins at the top (with the board of directors); create/implement inclusivity and diversity programs; develop/use proactive recruiting procedures; and identify/use available tools for identifying qualified female and minority candidates for senior management openings. (MN)

ED 401 459 CE 072 969

Lee, Lung-Sheng Steven
Educational Reform Movements and Their Influence on Vocational-Technical Education in Taiwan.
PUB DATE- Dec 96
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Philosophy; *Educational Policy; Foreign Countries; Secondary Education; *Technical Education; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Taiwan

occupation/work experience; and median income of graduates working full time according to occupation/work experience/population group/employer sector and field and level of study and employer sector. (MN)

ED 401 476 CE 073 015

Jacobs, Johan
Remuneration of Graduates, as at 1 July 1994. Human Resources, Financial, and Economic Occupations = Vergoeding van Gegradueerdes, soos op 1 Julie 1994. Menslike Hulpbronne, Finansiele en Ekonomiese Beroepe.
PUB DATE- 96
NOTE- 47p.; For related reports, see ED 399 438, and CE 073 011-017.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Accountants; *Business Education; *Compensation (Remuneration); Economics; *Finance Occupations; Foreign Countries; Fringe Benefits; Geographic Regions; Graduate Surveys; *Human Resources; Labor Force Development; *Outcomes of Education; Private Sector; Public Sector; Racial Differences; Salary Wage Differentials; *Sales Occupations; Self Employment; Sex Differences; Tables (Data); Wages
IDENTIFIERS- *South Africa

This report, in both English and Afrikaans, is based on data gathered during a September 1994 mail survey of 215,284 South African graduates that elicited a total response rate of 18.3%. It details the remuneration of graduates (as of July 1, 1994) in a wide range of human resources, accounting and financial, economic, and sales occupations in the public and private sectors and in self-employment. Presented first are brief descriptions of the survey group; survey questionnaire, procedures used to analyze/present the data, and nature/scope of data reported under the various table headings. The nine tables constituting the remainder of the document present data on the following: median income of graduates working full time according to employer sector/occupation (overall and by gender), occupation/region/employer sector, occupation/post level/employer sector, occupation/work experience/employer sector, and occupation/working hours/employer sector; median income of full-time employees and self-employed persons according to occupation/economic sector; comparison of the income of men and women working full time according to occupation/work experience; and median income of graduates working full time according to occupation/work experience/population group/employer sector and field and level of study and employer sector. (MN)

ED 401 477 CE 073 016

Jacobs, Johan
Remuneration of Graduates, as at 1 July 1994. Legal, Religious, Social Science, Humanities and Related Occupations = Vergoeding van Gegradueerdes, soos op 1 Julie 1994. Regs-, Godsdiens-, Sosiaal- en Verwante Geesteswetenskaplike Beroepe.
PUB DATE- 96
NOTE- 37p.; For related reports, see ED 399 438 and CE 073 011-017.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- *Adult Education; *Adult Students; College Programs; *Continuing Education; Educational Change; *Educational Environment; Extension Education; Higher Education; Lifelong Learning; Program Development

This paper, published in 1965, identifies contemporary developments in adult and continuing education in three categories: a new climate and milieu, institutional changes, and new program developments. The following evidence of a new climate and milieu is discussed: broader scope and wider acceptance of adult education; more federal activity in continuing education; encouragement of local planning and cooperation; increased interest among professionals, industry, and publishers; changed attitudes in higher education; and increased international involvement by universities. Institutional changes include the following: more active regional associations, coordinated central planning by states, consolidation of cooperative and extension education, increased junior college activity, and reassessment of evening colleges and extension divisions. A number of new program developments are described: adult degree programs, continuing education for women, art and cultural programs, urban education programs, multimedia approaches, independent study, adult counseling, and attention to continuity in education. The paper concludes with implications for action. (SK)

ED 401 494 CE 073 459

Siegle, Peter E.; Torrence, Andrew P.
Adult Education--A Polemic. Reprint .
PUB DATE- 59
NOTE- 17p.; Reprinted by the Center for the Study of Liberal Education for Adults, Chicago, IL.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Black Education; *Blacks; Educational Change; Educational Needs; Educational Research; Higher Education; *Leadership

This paper, published in 1959, addresses adult education for blacks. Six categories of vocational, remedial, and continuing needs of blacks are identified: (1) rights, privileges, and obligations of citizenship; (2) economic competence; (3) adjustment to rapid social change; (4) attitude changes and self-image; (5) higher levels of basic literacies; and (6) leadership development. Forces that inhibit the development of adult education programs are described: adherence to academic tradition, narrowness of perspective about the social responsibility of schools, social unrest, lack of leaders, inadequate financial resources, and cultural isolation. Positive forces are also discussed: a general increase in educational level, increased mobility, a changed atmosphere in the South, and research relevant to blacks. The initiatives of the Center for the Study of Liberal Education for Adults in support of black education are mentioned. The paper concludes that much work remains to be done to bring blacks into the mainstream of adult education. (SK)

ED 401 495 CG 025 813

Silver, Rawley
Draw-a-Story: Screening for Depression and Age or Gender

DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Guidance; Guidance Personnel; *Guidance Programs; Program Effectiveness; Program Evaluation; *Pupil Personnel Services; School Counseling; *School Guidance; *Student Personnel Services; Student Surveys
IDENTIFIERS- *Scotland

A 2-year study to explore guidance needs and the effectiveness of provision in Scotland was commissioned in 1993. The research focused on a limited number of schools contrasting in size, school roll, and type of location. Six schools across 4 regions participated in the research, involving a total of 1,072 subjects. The project used interviews, group discussions and questionnaires with teachers, staff, students, parents, and key informants in order to examine the operation of guidance as a whole in these schools and to conduct specific studies of guidance in the upper school and of parents' views of guidance overall. It was found that there was strong support among pupils, parents, and teachers for the guidance system and for its aim of providing guidance for all pupils, but all three groups also felt that, in practice, guidance concentrated on meeting the needs of a minority of problem students. (TS)

ED 401 514 CG 027 432

Hooper, Eileen
The Usefulness of the Wechsler Intelligence Scale for Children-Third Edition and the Wisconsin Card Sorting Test in the Diagnosis of Attention-Deficit Hyperactivity Disorder.
PUB DATE- May 96
NOTE- 101p.; Ph.D. Dissertation, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Attention Deficit Disorders; Children; *Clinical Diagnosis; *Diagnostic Tests; Intelligence Quotient; Learning Disabilities; Neuropsychology; Test Validity
IDENTIFIERS- *Wechsler Intelligence Scale for Children III; *Wisconsin Card Sorting Test

Attention Deficit Hyperactivity Disorder (ADHD) is the most prevalent of the childhood behavioral disorders, yet is widely misunderstood and often difficult to correctly diagnose. Using a neuropsychological framework, this study explored the usefulness of the Wechsler Intelligence Scale for Children-Third Edition (WISC-III) and Wisconsin Card Sorting Test in the diagnosis of ADHD. A sample of 90 children ages 6-12 were divided into four diagnostic groups: (1) pure ADHD; (2) ADHD with a learning disability (ADHD/LD); (3) a clinical group with a diagnosis other than ADHD and/or learning disability; and (4) a control group of normals. Significant group main effects were revealed for the WISC-III Intelligence Quotient (IQ) scores (Full Scale IQ, Verbal IQ, and Performance IQ) and factor based scores (Verbal Comprehension Index, Perceptual Organization Index, Freedom of Distractibility Index, and Processing Speed Index (PSI)) with no age main effects or Age X Group interactions revealed. The ADHD group performed significantly poorer than the control group on all WISC-III IQ scores and on all the factor based scores except PSI. Other results are presented and discussed, and recommendations are made for future research. Contains 82 references, 17 figures and tables. (Author/RB)

ED 401 515 CG 027 440

Curran, Lisa; And Others

early, many fail to grasp the inner workings of English that are necessary for its formal usage. This is shown by the fact that 40% of college enrollers need remedial English. Help is particularly needed around the fourth or fifth grades. If languages like Latin or German could be learned at this age, they would also be helpful. But the 6 years necessary to gain usable proficiency in such languages precludes their being used in the elementary grades. In contrast, the rules of Esperanto can be learned by classroom teachers in less than 50 hours. Teacher training should include at least one course in Esperanto. San Francisco State University offers summer courses in Esperanto for teachers. Some teachers are trained by telephone under a program of the Esperanto League for North America. Letters from teachers who teach Esperanto all over the United States attest to what learning Esperanto does for elementary students, especially those at-risk. (An appendix lists information about organizations and networks.) (TB)

ED 401 533 CS 215 491

Kelly, James D.
Going Digital at College Newspapers: The Impact of Photo Credibility and Work Routines.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Higher Education; Journalism Research; Media Research; *Photographs; *Photojournalism; *School Newspapers; Student Attitudes; Student Publications; *Technological Advancement
IDENTIFIERS- Diffusion of Innovations Model; *Digital Imagery; *Scholastic Journalism; Technology Integration

A study used a diffusion of innovation approach to examine the adoption of digital imaging technology at daily college newspapers and to gauge its effect on student journalists' attitudes about the credibility of news photography and their work routines. College papers are well suited for such a study because their adoption of technology is likely to be more gradual than at professional papers. The study measures adoption rates over a 3-year period using questionnaires sent to student newspapers publishing at least 4 days per week. Measurement began in the early adoption stage (13%) and concluded in the late majority stage (66%). In all, 99 newspapers participated. By April 1995, 56 of them were using digital imaging technology on a routine basis. Adoption rates followed an s-curved (sigmoid) pattern. Students at the papers using digital technology said they had an easier time processing their photographic reports. Most disturbing for the photojournalism profession, however, is the pessimistic attitude these student editors expressed about the future credibility of news photos. It is possible that those who work with the computers daily learn very well how easy it is to change photographic representation without leaving a trace. Students also reported that the technology allowed for significant improvements in the way they perform their jobs in the newsroom. Response patterns suggest early adopters and majority adopters reacted differently to digital imaging. (Contains 3 figures, one table of data, and 24 notes.) (TB)

DESCRIPTORS- Higher Education; *Internship Programs; Job Search Methods; Journalism Education; Majors (Students); Occupational Surveys; *Salaries; Student Experience
IDENTIFIERS- University of Wisconsin Madison

A study examined the value of multiple internships for journalism majors and their effect on three parts of the job search: number of job offers, amount of time spent looking for a job, and starting salary. Questionnaires were mailed to the 233 graduates of the School of Journalism and Mass Communication at the University of Wisconsin-Madison. A total of 112 surveys were returned, for a response rate of 48%. Results indicated that (1) having an internship did not result in a greater number of job offers; (2) the hypothesis that having an internship will lessen the amount of time spent looking for a job was not directly supported, although the more semesters graduates spent interning, the less time they spent looking for employment; and (3) having an internship predicts higher starting salaries. Findings suggest that a college education alone no longer guarantees a job. (Contains 20 references and 16 tables of data.) (RS)

ED 401 552 CS 215 560

Capezzi, Rita A.
Reading Domesticity in the "Harper's Bazar."
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Didacticism; *Females; *Journalism History; *Periodicals; Popular Culture
IDENTIFIERS- *Harpers Bazaar; Historical Background; Nineteenth Century; Reading Uses; *Womens Magazines

"Harper's Bazaar" (spelled "Bazar" before 1925) was designed for use by, as well as for, the instruction of women readers in the 19th century. In the early "Bazar," the didactic discourses of domesticity and reading sometimes intersected. Such was the case with two humorous pieces, "Mrs. Typeset's Diary" (1867), and "The Exceeding Wiliness of Mrs. Mimms" (1908). These textual moments locate audiences for themselves, yet because instruction through reading assumes thinking, i.e., the formulation of ideas enabling reading subjects to construct roles for themselves, the textual examples cannot contain what actual readers might do with them. Domesticity says the job of women is to produce themselves as housewives. Although the activities a woman needed to perform changed over time, the demand for women to be and make the home never wavered. The first piece is a typical example of how women were instructed into the mysteries of domestic practice. Later in the 19th century, the demonstration of how to be domestic came in the form of writing; domestic manuals and periodicals told women what they must know to acquire and produce domesticity. By reading worthy books and periodicals, a housewife would become a better companion to her husband and mother to her children. In the second piece, domesticity comes through the reading of the newspaper by the family. These examples show how specific reading practices are presented as a means of acquiring a specific attitude or behavior, although the humor offers room to question the boundaries of domesticity. (NKA)

Niekamp); "Credibility and Perceptions of Network Television News Coverage of the O.J. Simpson Trial" (Patrick J. Sutherland and others); "Evaluating Satisfaction with Cable Television: An Attribute Based Approach" (Randy Jacobs); "Charles Kuralt, Steve Dunleavy, and the Language of Television News" (Matthew C. Ehrlich); "The Role of News Teasers in Processing of TV News" (Hao-chieh Chang); "Riding the Airwaves: Three Models of Women's Access to Broadcasting" (Sue Carter); "The News Box: Re-Evaluating Radio News in the 1920s" (Michael Antecol); and "Mandate to News Consult: The Untold Story of the FCC's 1960 Community Ascertainment Policy" (Craig Allen). Individual papers contain references. (CR)

ED 401 570 CS 215 578

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Status of Women and Minorities and Communication Division.
PUB DATE- Aug 96
NOTE- 370p.; For other sections of these proceedings, see CS 215 568-580.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abortions; Advertising; American Indians; Asian Americans; Case Studies; *Females; *Journalism; *Mass Media Effects; *Mass Media Role; *Minority Groups; Moral Values; News Media; Periodicals; Public Opinion; Sex Bias; Sexual Harassment
IDENTIFIERS- African Americans; *Gender Issues; Native Americans; Oregon; Spiral of Silence Theory; *Women Journalists

The Status of Women and Minorities and Communication section of the proceedings contains the following 14 papers: "Who Harasses Women Journalists? A Qualitative Look at Sexual Harassment among U.S. Newswomen" (Kim Walsh-Childers and others); "Not There Yet--Coverage of Women in Foreign News: A 1995 Multi-National Study" (Anat First and Donald L. Shaw); "'Somewhere between Average and Perfect': Women's Magazines and the Construction of Feminine Identity" (Susan Snyder); "Job Satisfaction in Advertising: A Gender Perspective" (James V. Pokrywczynski and John H. Crowley); "The Spiral of Silence and Its Impact on Feminist Voices in Public Opinion: A Case Study" (Sarah Wright Plaster); "Abortion, Moral Maturity, and Civic Journalism" (Maggie Jones Patterson and Megan Williams Hall); "Personal Comfort and Personal Care Products: A Survey of Women's Dependency on Advertising" (Sally J. McMillan and Debra Merskin); "Feminization of Asian (American) Men in U.S. Society and the Mass Media: An Analysis of 'The Ballad of Little Jo'" (Chiung Hwang Chen); "Power of the Press: How Newspapers in Four Communities Erased Thousands of Chinese from Oregon History" (Herman B. Chiu); "'Womanliness is an Attribute, Not a Condition': Conceptions of Civic Womanhood in the 'Woman's Era,' 1894-1897" (Janet M. Cramer); "Sending Up Signals: A Study of How Native Americans Use and Are Represented in the Mass Media" (Debra Merskin); "Negro-Appeal Radio Stations Using a Rhythm-and-Blues Music Format, 1947-1963" (Jack L. Ortizano); "Media Use Habits of African-Americans in a Small Midwestern City" (Earnest L. Perry); and "Entrepreneurial Images of African Americans in Advertising: An Examination of Black Enterprise Magazine" (Kristen A. Radden and Kevin L. Keenan). Individual papers contain references. (CR)

ED 401 571 CS 215 579

such as the anti-bullying interventions. (Contains the survey instrument and a table of data.) (Author/RS)

ED 401 589 CS 509 382

Turner, Walter L.
Applying Lessons from Industry to Intra-Campus Alliances.
PUB DATE- Nov 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Cooperative Programs; Higher Education; *Institutional Cooperation; *Interdisciplinary Approach; Program Descriptions; *Student Needs
IDENTIFIERS- *Interdepartmental Relationship; Mars Hill College NC

To break out of the mold of the modern college compartmentalized setting, alliances can and must be formed between different disciplines on campus. Knowledge the students gain from the differing perspectives will enhance their ability to communicate; oral and written communication; and effective listening have been identified as factors that help graduating college students obtain employment. Based on 20 years experience in the computer industry, the following industry-based "rules" may serve to promulgate alliances: maintain confidences; honor and remember agreements; find "win-win" situations; recognize limitations; recognize the expertise of others; do not "burn your bridges"; do not accept every rule as iron clad; learn enough of the language to communicate; remember that not everyone loves and understands your field; and get to know people as individuals. The Computer Information Sciences (CIS) department at Mars Hill College has developed alliances with four other departments and five administrative groups by applying these "rules." These alliances have resulted in a better program for the CIS students and a better situation for the other portion of the alliances. Each alliance has a direct or indirect benefit to students and will, in turn, strengthen their ability to cope with the world of the future. (RS)

ED 401 590 CS 509 383

Delisle, Deb; Delisle, Jim
Growing Good Kids: 28 Activities To Enhance Self-Awareness, Compassion, and Leadership.
PUB DATE- 96
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; Classroom Techniques; Cooperative Learning; *Creative Activities; *Creative Thinking; Educational Games; Elementary Education; *Enrichment Activities; Instructional Innovation; Leadership; Learning Strategies; Problem Solving; Self Concept; *Student Motivation; *Values; Writing for Publication
IDENTIFIERS- Expressive Learning

This book offers teachers of grades 3-8 creative and fun activities that build students' skills in problem solving,

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Democratic Values; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Equal Education; *Ethics; *Humanism; *Policy Analysis; Policy Formation; School Choice; Track System (Education)
IDENTIFIERS- *Communitarianism; *Utilitarianism

Rather than defining and debating particular goals, educational policymakers tend to focus on the technical issues surrounding educational practice. This book considers the social and ethical orientations that structure mainstream policy dialogues and the way in which adoption of some alternative social and ethical principles would change the form and focus of political debates. Chapters 2 through 4 describe four political and ethical approaches toward policymaking, policy analysis, and policy implementation: the utilitarian, the rights-based, the communitarian, and the humanist. These perspectives are used to examine the connections between educational and societal goals. The fifth and sixth chapters examine two contemporary policy issues, tracking and school choice, through the lens of each framework. A conclusion is that mainstream dialogue is shaped primarily by a utilitarian and rights focus on human capital development. Chapter 7 discusses the longitudinal research conducted in the 1930s and early 1940s by the Progressive Education Association's Commission on the Relation of School and College, the Eight-Year Study of 30 schools pursuing democratic communitarian and humanistic goals. The final chapter argues that two alternative frameworks--democratic communitarianism and humanistic psychology--can provide a wider and perhaps more desirable vision of the purpose of education. An index is included and an appendix summarizes the four perspectives. (Contains 239 references.) (LMI)

ED 401 610 EA 028 041

Oborn, C. Stephen
The Integration of a Theoretical and Epistemological Leadership Style to the Practical Realm of School Administration: A Discussion of Inquiry Based Leadership and the Development of a Research Based School.
PUB DATE- Aug 96
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; Elementary Secondary Education; *Epistemology; *Leadership Styles; Organizational Change; Problem Solving; Professional Development; *School Administration; *Theory Practice Relationship

Epistemic thought is a process that focuses on the origin of human knowledge. This paper describes inquiry-based leadership, a viewpoint that integrates epistemic thought with the realities of school administration. The paper examines the art of teacher inquiry and its link to Inquiry-Based Leadership (IBL), and presents a school-university collaboration model for participative research. The paper concludes that educational leadership involves the understanding of teacher research. The with a global economy, let alone compete successfully in that economy; and (5) the U.S. is doing a poorer job educating its students than the other countries of the world. Chapter 1 contains the entire text of the 1983 report, "A Nation at Risk"; a summary of the results of the 1990 Scandia Report, which contradicted many of the previous report's allegations; and an article by Daniel Tanner, which describes how the Scandia Report was commissioned and why it was later suppressed by the federal government. Chapter 2 contains 12 articles that document the condition of children in the United States today, touching on issues of children in poverty, violence, fetal alcohol syndrome, crack babies, and child neglect. Ten articles in chapter 3 provide evidence to support the overall good performance of public schools. A conclusion is that the schools are but one constituent of society, and no one social institution can solve all of the nation's problems. References accompany each article. (Contains 44 references.) (LMI)

ED 401 628   EA 028 070

Witcher, Ann E., Ed.; Kennedy, Robert L., Ed.
Big Schools, Small Schools: What's Best for Students? Hot Topics Series.
PUB DATE- Aug 96
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Discipline Problems; Dropout Rate; *Educational Environment; Elementary Secondary Education; *School Restructuring; *School Size; Self Esteem; *Small Schools

Researchers and educators have examined the educational consequences of large and small schools. The major concerns documented in the literature on school size reflect four primary areas--curriculum, climate, achievement, and restructuring. This volume incorporates recent research on the effects of school size. Chapter 1 contains four research articles on curriculum, which show that smaller schools may be at only a minimal disadvantage when comparing academic program offerings. Chapter 2 presents findings of five studies on the relationship between school size and school climate. The studies investigated self-esteem, participation in school activities, dropout rates, and discipline concerns. Six articles in chapter 3 examine the link between school size and achievement. Findings indicate a moderate position between the following two viewpoints: (1) Large schools are better because they offer more curricular choices, materials, and facilities; and (2) small schools are better because they offer a more personalized learning environment. Chapter 4 presents findings from four studies of effective strategies to restructure large schools into small schools. An overview accompanies each chapter. Conclusions are that while smaller schools have an advantage over large schools in school climate, larger schools tend to offer a wider array of curricular offerings. To overcome these shortcomings, small schools can enlarge their offerings through technology and large schools can reorganize as schools-within-schools. Size has not yet been found to be a statistically significant factor of student achievement. (Contains 31 annotated references.) (LMI)

ED 401 629   EA 028 071

Education Conference (St. Paul, MN, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Critical Theory; Epistemology; Integrated Services; *Power Structure; *Qualitative Research; *Research Methodology; *Research Problems; Social Agencies; Social Services
IDENTIFIERS- *Postmodernism

A current movement in qualitative research is a preoccupation with representation of the "other" (Denzin and Lincoln 1994). Feminists, critical theorists and postmodernists have questioned the dominant, legitimized social order and remained sensitive to the multiple issues related to and emanating from power. This paper briefly reviews the critical and postmodern literatures and points to areas that are both promising but also puzzling. The paper then discusses how the researcher found herself in a double bind as she grappled with issues of power and representation at the intersection of theory and method. The paper describes how the issues of power and representation were important to the study of a school-linked, integrated social-services initiative in two low-income, racial-minority neighborhoods. As a methodological response to concerns raised in critical and postmodern epistemologies about the crisis of representation and power, the researcher attempted to introduce voice, remove herself from representation of others, and allay concerns of power "over." The paper describes methodological strategies consistent with the researcher's epistemological stance: asking and paying adult and child residents to conduct peer-on-peer interviews; including participants in the design of research questions; and "recycling" data back to the participants for purposes of verification. In an example of the "double bind," the researcher transcribed interviews verbatim in Black English to avoid imposing her "white academic" voice on neighborhood residents. Participants angrily charged that the transcripts made them look unintelligent. The researcher was also caught in the double bind of being a researcher and not being a researcher. Even if researchers try to eliminate or reduce their power through collaborative methods, are they really reducing or eliminating power? To the extent that everyone has questions, power lies with who does the asking and whose truths are being told. (Contains 30 references.) (LMI)

ED 401 649 EA 028 103

Smithmier, Angela
Schools and Neighborhood-Based Collaboration: Structural Resistances and Realities.
PUB DATE- Oct 95
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Salt Lake City, UT, October 27-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Integrated Services; Qualitative Research; *Resistance to Change; *School Community Programs; *School Community Relationship; *School Organization; School Role; Social Agencies; *Social Services; Social Structure
IDENTIFIERS- *Poststructuralism

Community-based interagency collaboration among schools and other

NOTE- 11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asthma; *Childhood Attitudes; *Chronic Illness; Cognitive Processes; *Coping; Diabetes; *Emotional Adjustment; Ethnography; *Imagination; Play; Pretend Play; Qualitative Research; *Special Health Problems; Young Children

This ethnographic study used multiple approaches to try to determine the emotional experience of young children (ages 5 to 8) with chronic illnesses. Forty-six children with severe asthma and diabetes were interviewed on two separate occasions using child-centered in-depth interviews that included play-based interviewing. The study also employed indirect observation with mothers keeping a notebook of observations and also photographing relevant moments. Findings focused on children's utilization of imaginal coping, in which the child makes use of a non-literal reality, towards which the child suspends disbelief and gains a sense of serenity and trust--such as the use of a special blanket to provide comfort during treatment. Children tended to define their illness not in bodily or organic terms but in terms of the concrete suffering derived from treating the illness. Children repeatedly ascribed special powers to their comfort object or ritual acts associated with treatment procedures. Pretend play and giving symbolic importance to medication procedures were other imaginal coping strategies used by the children. Health care providers are urged to consider children's coping strategies in planning or adjusting treatments. (Contains 12 references.) (DB)

ED 401 667 EC 305 128

Reed, Carol Niman
Improving the Ability of Master's Level Occupational Therapy Students To Strategically Problem Solve When Providing Services to Children and Youth.
PUB DATE- 96
NOTE- 42p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Case Studies; Children; *Course Content; Course Evaluation; Course Objectives; Curriculum Development; Field Experience Programs; Graduate Study; Higher Education; Instructional Effectiveness; Masters Programs; *Occupational Therapy; Pediatrics; *Physical Disabilities; *Problem Solving; Self Evaluation (Individuals); Skill Development; Student Centered Curriculum; *Therapists; Thinking Skills
IDENTIFIERS- *Problem Based Learning

This practicum report describes the development and implementation of a course focused on development of problem-solving skills within a master's program in occupational therapy in pediatrics. The 12-week course was designed to teach students the use of appropriate occupational therapy intervention strategies through the use of case studies and problem-based learning methods. The course included a didactic portion and a clinical fieldwork portion. Structured laboratory experiences occurred weekly. The 12 students in the course determined and directed some of their own learning and laboratory experiences and participated in self-assessment and peer review. Following the course, evaluation data revealed that the students felt more comfortable treating children and

ED 401 684 EC 305 175

Capone, A.; And Others
Materials for Use by Faculty Who Teach about Infants and Toddlers with Disabilities.
PUB DATE- 96
NOTE- 547p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Faculty; Consultation Programs; Curriculum; *Disabilities; *Early Intervention; Educational Practices; Evaluation Methods; Faculty Development; Family Needs; Family Programs; Infants; *Inservice Teacher Education; Instructional Materials; Interdisciplinary Approach; Legal Responsibility; Postsecondary Education; Preschool Education; *Preservice Teacher Education; Regional Programs; Teacher Collaboration; *Teaching Models; Teamwork; Toddlers

This collection of materials was gathered as part of a project to develop and implement a faculty training institute for early intervention personnel in 12 states in the Northeast. The project's emphasis was to train interdisciplinary faculty to infuse basic early intervention content into existing course work, develop new course work or modify existing course work to include early intervention issues, and provide periodic inservice training. Introductory material describes the NorthEast Early Intervention Faculty Training Institute project, discusses the project's importance, and reports on its impact. Among the types of materials included in this collection are outlines, annotated bibliographies, materials for handouts or transparencies, lists of course objectives, essays providing background information, lesson plans, suggestions for learning activities, case studies, and resource lists. Set 1, titled "Services for Families," contains two modules on family-centered practices. Set 2, "Services for Infants and Toddlers," contains modules which emphasize the use of activity-based approaches, natural environments, and assessment for early intervention. Set 3, "Systems Support in Early Intervention," contains modules on teams and teaming, related laws, collaboration, and collaborative consultation. (DB)

ED 401 685 EC 305 176

Smith, Virginia H., Comp.
College Students with Disabilities: A Resource Guide for Faculty and Staff.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 27p.; Produced by Project GATE (Gaining Access: Transition to Employment).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; College Faculty; College

their organizations. "Reflective Supervision as a Vehicle for Individual and Organizational Development" (Trudi Norman-Murch) examines five key concepts of reflective supervision. In "Comprehensive Programs=Comprehensive Balancing Acts," Jan Martner reviews the experience of Southwest Human Development, stressing the difficulties of achieving a balance among many program demands and components. The fifth article, by Portia Kennel, is "Working with the Written-Off: Building Relationships in Grand Boulevard." This article examines the difficulties and successes of building a relationship-based program in an inner city setting. The last article, "A Dream Is a Work in Progress: Providing Integrated Services to Parents and Children in Rural North Carolina," by Lois Sexton and Barbara McRae, describes activities of the New Horizons Center program. Also provided in the newsletter are reviews of four videotapes and six publications. (DB)

ED 401 704 EC 305 206

Montgomery, Deborah L.; DeSera, Michele
A Profile of Special Education Finance Reform in Pennsylvania. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Disabilities; Educational Change; Educational Economics; *Educational Finance; Elementary Secondary Education; *Financial Policy; Resource Allocation; School Districts; *Special Education; State Aid; State School District Relationship; Student Placement
IDENTIFIERS- *Funding Formulas; *Pennsylvania

This report analyzes the special education funding reforms that were implemented in Pennsylvania for the 1991-1992 school year. The new funding mechanism was designed to reduce incentives for special education placements and to shift greater control over special education program and funding decisions to local school districts. After an introductory chapter, the second chapter examines the historical context for reform, noting the previous 100 percent excess cost funding system, the growth in special education, and the role of fiscal crisis in driving reform. The third chapter reports on interviews with 18 interested parties concerning the major issues leading to reform, including rising costs, increasing special education identification, lack of local involvement, unpredictability of funding, and the funding formula's incentive for more restrictive placements. The fourth chapter outlines the principal objectives for special education finance reform such as controlling state costs and increasing district accountability. Chapter 5 explains the new formula in which school districts receive extra reimbursements for fixed percentages of their average daily membership to cover special education costs. The sixth chapter reports on impact of the reforms on cost containment, local responsibility, service delivery, instructional support teams, fiscal incentives, and general accountability. A concluding chapter notes interviewees' general satisfaction with the funding system but also some concerns including issues of the quality of services being provided. (Contains 10 references.) (DB)

ED 401 705 EC 305 222

Yule, George
The Study of Language. Second Edition.
PUB DATE- 96
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; Articulation (Speech); Artificial Speech; Contrastive Linguistics; Diachronic Linguistics; Discourse Analysis; Foreign Countries; Grammar; Language Acquisition; *Language Patterns; Language Research; Language Variation; Linguistic Borrowing; *Linguistic Theory; Machine Translation; Morphology (Languages); Neurolinguistics; Oral Language; Phonetics; Phonology; Pragmatics; Psycholinguistics; Second Language Learning; *Second Languages; Semantics; Sign Language; Sociolinguistics; Syntax; Written Language

The textbook surveys what is known about language and of the methods used by linguists in arriving at that knowledge. Each chapter addresses an aspect of linguistics, reviewing current knowledge and providing study questions, discussion topics and projects, and a list of additional reading. Chapter topics include: the origins of language; development of writing; properties of language; animals and human language; sounds of language; sound patterns; words and word formation processes; morphology; phrases and sentences/grammar; syntax; semantics; pragmatics; discourse analysis; language and machines; language and the brain; first language acquisition; second language learning; sign language; language history and change; language varieties; and language, society, and culture. This second edition incorporates developments in language study over a decade, and includes a new chapter on pragmatics and an expanded chapter on semantics. Suggested answers to study questions are appended, and contents are indexed. Contains almost 700 references. (MSE)

ED 401 726 FL 024 212

Payne, David, Ed.
Notes on Linguistics, 1996.
PUB DATE- 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Computer Software; Conferences; Dialects; Doctoral Dissertations; Group Activities; *Language Patterns; *Language Research; *Linguistic Theory; Native Speakers; Phonology; Professional Associations; Publications; Research Methodology; *Syntax; Textbooks; Tone Languages; Workshops
IDENTIFIERS- *Binding Theory

The four 1996 issues of this journal contain the following articles: "Sketch of Autosegmental Tonology" (H. Andrew Black); "System Relationships in Assessing Dialect Intelligibility" (Margaret Milliken, Stuart Milliken); "A Step-by-Step Introduction to Government and Binding Theory of Syntax" (Cheryl A. Black); "Participatory Research in Linguistics" (Constance Kutsch Lojenga); "Introduction to Government and Binding Theory II" (Cheryl A. Black); What To Do with CECIL?" (Joan Baart); "WINCECIL" (Jerold A. Edmondson); "Introduction to Government and Binding Theory III" (Cheryl A. Black); and "Mainland Southeast Asia: A Unique Linguistic Area" (Brian

A study examines the past-tense inflection process for native and non-native speakers of English. Subjects, ten native speakers of standard British English and ten proficient non-native speakers of English, were tested for responses to pseudo-irregular and -regular verbs according to their phonological distance (i.e., prototypicality) to known irregular and regular paradigms. Results indicated that both irregular and regular forms were produced using analogies. However, analysis of the data and informal interviews with some subjects revealed that when subjects failed to analogize at all, they had access to a mechanism that allowed for application of competing rules. No significant differences were found between native speakers and non-native speakers. In terms of phonological distance, rhyme effect was judged by subjects to be more crucial than alliteration effect in triggering analogies. A hybrid processing models that entailed convergence between symbolist and connectionist positions is proposed, and it is argued that such a model will necessarily embrace a conceptualization that acknowledges the dynamic interaction of analogy and rule in language processing. Contains 11 references. (Author/MSE)

ED 401 749 FL 024 246

Learning Standards for Languages Other Than English. Revised Edition.
PUB DATE- Apr 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; American Indian Languages; American Sign Language; Behavioral Objectives; Communicative Competence (Languages); Cross Cultural Training; *Cultural Awareness; Curriculum Design; *Educational Objectives; Elementary Secondary Education; Intercultural Communication; Language Proficiency; *Language Skills; Latin; Modern Languages; Second Language Instruction; Second Language Programs; *Second Languages; *State Standards
IDENTIFIERS- *New York

New York's state standards for student achievement in second language learning, for languages other than English, are outlined in the areas of both communication skills and cultural awareness, at three proficiency levels. The first standard is that "students will be able to use a language other than English for communication." The second is that "students will develop cross-cultural skills and understandings." Each is further defined for these languages or language groups: modern languages; Latin; American Sign Language; and Native American languages. Within each category and for each level, listening, speaking, reading, and writing skills are specified in behavioral objectives, with examples given of appropriate activities and subskills. In addition, samples of student written work in French, German, Italian, Latin, and Spanish are included to illustrate the skill levels targeted. (MSE)

ED 401 750 FL 024 247

Wigglesworth, Gillian, Ed.; Elder, Catherine, Ed.
The Language Testing Cycle: From Inception to Washback. Series S, Number 13.

Athletics; College Faculty; Departments; *Financial Audits; Higher Education; Management Systems; *Money Management; Personnel Management; *Recordkeeping; *State Universities
IDENTIFIERS- *State University of New York Coll at Buffalo

An audit of selected financial management procedures at the State University of New York College at Buffalo is reported. The audit addressed two issues: (1) whether the college's academic departments maintain an adequate time and attendance control system for faculty members and (2) whether the college has established an adequate system of internal controls over cash collection at certain remote sites. It identified significant weaknesses in both areas, resulting in leave accruals not being charged for some faculty absences and highly irregular cash transactions indicating misappropriation of university funds. The audit recommends that the matter of cash management be referred to the state attorney general for further investigation. It was also noted that the cash control weaknesses had not been corrected despite earlier recommendation to that effect. Deficiencies were noted in particular in the case of athletic events. It was also found that faculty attendance forms are not submitted monthly, a record of faculty absences is not kept by many department heads, and the records maintained are not used consistently to assure accurate recording of faculty attendance on forms intended for that purpose. Some specific recommendations for internal controls over these functions are made. The comments of SUNY officials, which were in general agreement with the recommendations, are attached. However, SUNY officials did not agree with certain of the auditors' observations and interpretation of issues. (MSE)

ED 401 771 HE 029 604

Casement, William
The Great Canon Controversy: The Battle of the Books in Higher Education.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Books; *Classics (Literature); *College Curriculum; Core Curriculum; *Higher Education; Instructional Materials; Intellectual Development; Liberal Arts; Literature; *Media Selection; Nonwestern Civilization; Public Opinion; *Western Civilization
IDENTIFIERS- Diversity Concept; *Great Books Curriculum

The debate over teaching the "canon," a collection of great books authored by Homer, Plato, Shakespeare, Kant, Darwin, and others that has traditionally represented the Western intellectual tradition, as a core of the college curriculum, is examined. Discussion begins with a description of how the canon has been taught from ancient Greece to the present, noting key arguments for this form of pedagogy that persist today, specific books taught at different times over the centuries, and past controversies over the canon. It then proceeds to an examination of anticanonism and the epistemological and political dimensions of the theory underlying it. Concrete examples of anticanonism currently in operation at colleges and universities are presented. It is argued that while much of what anticanonists say is hyperbolic or mistaken, their demand for fair treatment of works by marginalized authors and great

Portugal, Spain, and the United Kingdom--covered by the report. In the third chapter text and approximately 20 tables compare national trends in higher education for each of the countries and each of the topics noted above. An appendix contains 45 tables of underlying data. (Contains approximately 60 references.) (CH)

ED 401 789 HE 029 636

Burke, Joseph C.
Preserving Quality While Enhancing Productivity.
PUB DATE- Jul 93
NOTE- 44p.; The first part of this report, "Quality Academics, Quality Productivity," was originally delivered as an address at the State University of New York Chancellor's Forum (Bolton Landing, NY, April 6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Faculty Publishing; Faculty Workload; Higher Education; *Institutional Evaluation; *Organizational Effectiveness; Productive Thinking; *Productivity; Quality Control; Self Evaluation (Groups)
IDENTIFIERS- *State University of New York

This report addresses the issue of "academic productivity," and the critical views of academia held by the public. The section titled "Quality Academics, Quality Productivity," posits that using new notions of productivity, with their emphasis on quality rather than quantity, will allow academia to increase its own productivity, with faculty as the key. To this end, the paper suggests that outdated quantitative approaches be discarded and calls for new performance models and better ways to measure quality. A nine-point quality agenda is proposed for the State University of New York (SUNY). In "Meeting the Productivity Challenge: System and Campus Performance Reports," the author says that the time has come for colleges and universities to present performance reports to the public, despite the challenge of reconciling autonomy and accountability within the university system. A need for flexibility, for system accountability, for setting performance indicators, and for setting systemwide macro indicators is seen as these dicta are applied to five generic "SUNY 2000" goals. Following the report, five tables detail the funding context and system and campus indicators that summarize "The Condition of SUNY." (CH)

ED 401 790 HE 029 637

Burke, Joseph C.; And Others
New Perspectives on System and Campus Roles in a Public Multi-Campus System.
PUB DATE- Sep 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Administrative Change; *Administrative Organization; Administrator Attitudes; Administrator Evaluation; *Administrator Role; *Governance; Governing Boards; Higher Education; *Multicampus Colleges; *Organizational Effectiveness; *Public Colleges; Two Year Colleges

Universities; Trend Analysis; Vocational Schools
IDENTIFIERS- *Texas

This report provides an overview of House Bill 1, 74th Texas Legislature, the appropriations act for the state of Texas for the 1996-97 biennium, focusing on those aspects of the bill devoted to higher education. Nearly 42 percent of the $80.2 billion budget is devoted to education, with $9.9 billion appropriated for higher education. The Higher Education Assistance Fund (HEAF), which provides funding for capital expenditures, received the single largest increase in the higher education appropriation, going from $200 million in 1994-95 to $450 million in 1996-97. Funding for the Optional Retirement Program was reduced, while nearly $55 million of new special item funding was included in the appropriation. A 1.26 percent across-the-board reduction in all general appropriations, designed to save $326 million, was imposed by the 74th Legislature. Ten tables and 11 figures provide detailed information on 1994-95 and 1996-97 higher education funding by category and institution. (MDM)

ED 401 808 HE 029 655

Statistical Report. Fiscal Year 1994: September 1, 1993 - August 31, 1994.
PUB DATE- 94
NOTE- 703p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Faculty; Community Colleges; Degrees (Academic); Educational Facilities; Enrollment; Enrollment Trends; Governing Boards; Higher Education; *Institutional Characteristics; Medical Schools; Out of State Students; Private Colleges; Public Colleges; Racial Differences; Sex Differences; State Aid; State Schools; State Universities; Student Financial Aid; Tables (Data); Teacher Salaries; Teacher Student Ratio; Vocational Schools
IDENTIFIERS- *Texas

This report provides statistical data on Texas public and independent higher education institutions for fiscal year 1994. An introductory section provides basic information on Texas higher education institutions, while nine major sections cover: (1) student enrollment, including 1989-93 headcount data; headcount by classification, ethnic origin, and gender; retention; transfer students; and residency status; (2) semester hours at public universities, community colleges, and technical colleges by level and program; (3) degrees awarded by level, ethnicity, gender, and program at public universities, community colleges, technical colleges, and health-related institutions; (4) faculty headcount, student-faculty ratios, tenure status, and salaries by ethnicity and gender; (5) governing board members and non-faculty staff by ethnicity and gender; (6) physical facilities, including investment in physical plant and net assignable facilities space; (7) higher education appropriations, including all funds and general revenue per full-time student equivalent; (8) student financial aid programs, including data on recipients by ethnicity and gender, the Hinson-Hazlewood College Student Loan Program, loan forgiveness, grants, and scholarship and employment programs; and (9) statistical profiles of the state's 35 public universities. (MDM)

ED 401 809 HE 029 656

likely to be necessary witnesses. The paper includes two hypothetical cases that present additional questions of ethics for college/university attorneys. (Contains reference footnotes.) (MAH)

ED 401 828 HE 029 678

Dill, David D., Ed.; Sporn, Barbara, Ed.
Emerging Patterns of Social Demand and University Reform: Through a Glass Darkly. Issues in Higher Education.
PUB DATE- 95
NOTE- 244p.; Revised versions of papers presented at the Symposium on the University and Society (Vienna, Austria, June, 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Environment; Economic Development; *Educational Change; Educational Demand; Educational History; Educational Quality; *Educational Trends; Foreign Countries; *Global Approach; *Higher Education; Institutional Advancement; Institutional Characteristics; *Organizational Development; Public Policy; *Research Universities; Role of Education; School Business Relationship; Social Change; Social Mobility; Trend Analysis; Universities

This collection of 11 papers provides a review of the changing environment of major universities in Europe and the United States, with emphasis on changes in public policies, and examines the implications of this new environment on the internal organization of universities. The book is cross-national in scope and in the perspective of each contributing author, underscoring the increasing international convergence of public policies affecting higher education and of related university reform. The authors, all internationally acknowledged experts in their fields, focus on universities of Europe and the United States, but the trends discussed are universal. The chapters are: (1) "The Implications of a Postindustrial Environment for the University: An Introduction" (David D. Dill and Barbara Sporn); (2) "An Historical Perspective on the University's Role in Social Development" (Sheldon Rothblatt); (3) "The Stirring of the Prince and the Silence of the Lambs: The Changing Assumptions Beneath Higher Education Policy, Reform, and Society" (Guy Neave); (4) "Mass Higher Education and Social Mobility: A Tenuous Link" (Helga Nowotny); (5) "The University as an Instrument for the Development of Science and Basic Research: The Implications of Mode 2 Science" (Michael Gibbons); (6) "The University as an Instrument for Economic and Business Development: U.S. and European Comparisons (Harvey Goldstein, Gunther Maier, and Michael Luger); (7) "Images of University Structure, Governance, and Leadership: Adaptive Strategies for the New Environment" (Marvin W. Peterson); (8) "Complexity and Differentiation: The Deepening Problem of University Integration" (Burton R. Clark); (9) "The "Marketization" of Higher Education: Reforms and Potential Reforms in Higher Education Finance" (Gareth L. Williams); (10) "The New Context for Academic Quality" (Frans van Vught); and (11) "University 2001: What Will the University of the Twenty-First Century Look Like?" (David D. Dill and Barbara Sporn). (Individual papers contain references.) (PRW)

ED 401 829 HE 029 679

Brown, Byron W.; Woodbury, Stephen A.

manufacturing complex consisting of a factory, landmark building, and parking lot to St. Helens. The college is working to convert the complex into a technology center by doing the following: converting the landmark building into offices; adapting the factory units to incorporate the college's schools of art, media, and design; establishing a research and development wing to develop a transfer technology center; establishing an open learning/resource center; relocating the student refectory and social areas; and developing information technology to provide videoconferencing, a cyber cafe, and Internet access. (MN)

ED 401 392 CE 072 877

Michael, Steve Olu; Hogard, Elaine
Marketing Adult Literacy Programs: Meeting the Challenges in the Twenty-First Century. Research to Practice.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Literacy Education; *Marketing; *Strategic Planning; *Student Recruitment
IDENTIFIERS- *Educational Marketing

In the current environment of increasing competition for shrinking resources and the dramatic changes in educational service delivery in response to recent technological advances, marketing is becoming increasingly important to the success of adult literacy programs. Individual attitudes toward marketing in the educational sector differ greatly depending on how the term is understood. Within the context of adult basic education, the objective of marketing may be understood as bringing about voluntary exchanges of values between adult literacy program providers and their target markets or constituencies. Organizations' philosophies will determine the kind of activities they undertake and the way they conduct those activities. Marketing philosophy demands that program administrators and instructors alike focus primarily on their students' needs and see those needs holistically. It is particularly important that adult literacy program administrators wishing to be proactive in their marketing efforts do the following: ascertain their program's service philosophy and determine how it can be made more effective, acquire marketing knowledge, and conduct market research. (MN)

ED 401 393 CE 072 878

Campbell, Pat
The Experiences of Student Board Members in an Adult Literacy Program.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Board of Education Role; *Boards of Education; *Community Programs; Developed Nations; Educational Research; Foreign Countries; Individual Development; *Literacy Education; Student Attitudes; *Student Participation
IDENTIFIERS- *Canada

proposed the dissolution of the subject. They stated that any orientation to transformation is a wrong perspective because no one knows what is good or bad, right or wrong. Adult education has transformation as its essential aim. Postmodernism is, in the field of adult education, principally an attack on transformational perspectives. Like poststructuralism and postmodernism, the Theory of Communicative Action (TCA) is a reaction to a crisis of traditional modernity. Instead of the postmodernist proposal of the dissolution of the subject, TCA makes the resourceful contribution of communicative rationality grounded in intersubjectivity. Therefore, TCA reinterprets modernity from the philosophy of subject with a new understanding of modernity grounded on communicative rationality and the justification of belief through consensual validity. (Contains 21 references.) (YLB)

ED 401 410 CE 072 901

Cunningham, Phyllis
Conceptualizing Our Work as Adult Educators in a Socially Responsible Way.
PUB DATE- May 96
NOTE- 8p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; *Educational Responsibility; Government School Relationship; *Political Issues; Relevance (Education); *Role of Education; Social Change; *Social Responsibility; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Postmodernism

Increasingly, the concern for working in a socially responsible way has become an issue not only in the United States but internationally as well. One recurring theme in professionalized adult education today in the United States is learning for earning. The options for being socially relevant in 1996 seem to be in stark relief. Learning for earning is putting the entire institutional educational system to work for the market to make the rich richer and the poor poorer. Bromley (1989) suggests that the poststructuralists' critique could be used to make the Marxist analysis more inclusive. This can be done through identity politics, which use poststructural insights on the nature of subjectivity without losing the political commitment of Marxism. Postmodernism is appropriate and useful but it also presents a problem. Its usefulness is based on its challenge to the overdependence on rationality. One danger is that of multiple subjectivities, which lead to inaction. Breton and Plumb (1992) advocate "living within truth," which contributes to movements whose primary purpose is always to have an impact on society, not to affect the power structure. Guiding principles for social responsibility are as follows: to build civil society by providing ideological space for ordinary people to become knowledge producers, to develop their own systems of knowledge and the dissemination of that knowledge, and to forge a more participatory democratic society. (Contains 15 references.) (YLB)

ED 401 411 CE 072 902

welders. Presented first are the scope/objectives/requirements of the AWS qualification/certification program. Listed next are the minimum training/qualification requirements expected of expert welders in the following areas: basic skills; work experience; shielded metal arc welding (SMAW); gas metal arc welding (GMAW); flux cored arc welding (FCAW); gas tungsten arc welding (GTAW); oxyfuel gas cutting, and plasma arc cutting. Section 3 consists of curriculum guidelines for the courses required to meet the minimum training/qualification requirements, a competency-based program outline, and learning modules including the following: learning objective, performance conditions, desired behavior, evaluation criteria, and learning activities. Section 4 consists of general guidelines and performance qualifications for achieving the optional qualification of AWS-certified welder by demonstrating competency in SMAW, GMAW, FCAW, and GTAW. Seven figures are included. Appended are the following: recommendations for support personnel and systems, trainee populations, facility planning, and personal and shop materials/equipment/tools; addresses of major welding fabricating industry associations; sample training achievement record; sample level III welder certificate of completion; and 150 references. (MN)

ED 401 428 CE 072 920

Hollenbeck, Kevin; Anderson, William
Workplace Education Programs in Small and Medium-Sized Michigan Firms. Staff Working Paper 92-13.
SPONS. AGENCY- Southport Inst. for Policy Analysis, Inc., Washington, DC.
PUB DATE- Dec 92
NOTE- 92p.; Paper presented at "Workplace Education in Michigan: The State of the State" co-sponsored by Mott Community College, W. E. Upjohn Institute for Employment Research, and Southport Institute for Policy Analysis.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Educational Benefits; Employee Attitudes; Employer Attitudes; Job Skills; *Literacy Education; Program Effectiveness; Program Evaluation; State Surveys; *Workplace Literacy

A project collected data from small and medium-sized firms (employing fewer than 500) in Michigan concerning workplace education programs. It addressed why firms were or were not offering programs, program characteristics, and program impacts on firms and employees. Case studies of 28 businesses were undertaken from May 1991-July 1992 and a mail/telephone survey of small businesses was conducted in early 1992. Findings indicated that 25-40 percent of production workers had deficiencies in general basic skills according to employers. Fewer than 5 percent of small and medium-sized businesses offered workplace education programs. They were motivated by four major factors: receiving a subsidy to underwrite program costs, preparing workers to benefit from job training, meeting customer requirements or improving customer relations, and improving employee well-being. Companies with programs tended to be larger in employment size, pay higher wages, and spend more on training. As many as one-third of firms without programs had never considered providing workplace education. At least 40 percent of firms with programs used company staff as instructors. For programs with external providers, mathematics was the most widely taught subject. Major impacts of workplace

of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 286p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Content; Course Descriptions; Curriculum; Curriculum Development; Electronics; Electronic Technicians; *Instrumentation; *Instrumentation Technicians; Job Skills; Machine Tool Operators; *Machine Tools; Manufacturing; Manufacturing Industry; *Metal Working; Postsecondary Education; Power Technology; *Technical Education
IDENTIFIERS- *Control Systems (Mechanical)

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the instrumentation specialty area. It is organized in the following sections: (1) a profile of Augusta Technical Institute (Georgia), the development center that produced these standards and curriculum; (2) an instrumentation and technician competency profile of job duties and tasks; (3) a technician duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: College Algebra; Composition and Rhetoric I; Computer Programming Fundamentals; Engineering Graphics I; College Trigonometry; Technical Communications; Mechanics; DC Circuit Analysis; Differential Calculus; Electricity and Magnetism; AC Circuit Analysis I; Electronic Devices; Fluids, Heat, Sound, and Light; AC Circuit Analysis II; Digital Fundamentals; Electromechanical Devices; Control Systems; Microcomputer Fundamentals; Programmable Controllers; Motor Controls; Introduction to Process Control; Control Systems II; Distributed Control Systems; and Introductory Psychology. Components of each syllabus are as follows: lecture, lab, and credit hours; course description; prerequisites; course objectives; required course materials; method of instruction; course objectives: technical competencies; and course objectives: SCANS competencies. Appendixes contain the individual competency profiles for each company surveyed by the MAST development center and narrative of the pilot program for this occupational specialty. (YLB)

ED 401 443 CE 072 936

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 13: Laser Machining, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96

In recent years, educational reform movements and reports have appeared often in Taiwan. As a main avenue running parallel to general education, technological and vocational education (TVE) has been affected by a variety of claims made in those movements or reports. Some of the movements call for less competition to enter senior high schools, less-difficult examinations, less emphasis on "star" schools, and more even distribution of educational resources (educating the lower 80 percent, not just the top 20 percent of students). However, many calls for educational reform have not been based on a holistic perspective. As a result of the influence of educational reform, TVE has the following reform aims: (1) 1-year practical skills training will be added to the 9 years of compulsory education; (2) the ratio between the number of students in TVE institutions at the secondary level and the number of students in senior high schools will be adjusted from 7:3 to 5:5; (3) more pathways for entering advanced TVE study will be phased in; and (4) more postsecondary TVE institutions will be established and programs offered to improve access to the TVE system. (Author/KC)

ED 401 460 CE 072 976

Caillods, Francoise; And Others
Managing Vocational Education and Training in Central and Eastern European Countries. Report of a Programme on the Training of Researchers in the Management of Vocational Education and Training. IIEP Research and Studies Programme. The Development of Human Resources: New Trends in Technical and Vocational Education.
PUB DATE- Jun 95
NOTE- 367p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Competition; Developing Nations; Economics; *Educational Administration; *Educational Change; Educational Planning; Foreign Countries; *Free Enterprise System; *Job Training; Labor Force Development; Postsecondary Education; Privatization; Secondary Education; *Vocational Education
IDENTIFIERS- Estonia; *Europe (Central); *Europe (East); Hungary; Lithuania; Poland

This document provides materials prepared for and discussed at a workshop to analyze the problems facing Central and Eastern European countries in the management of the vocational education and training (VET) system. Part I gives an outline of the major research findings and reflects the discussions of the workshop. "Management of Vocational Education and Training in Central and Eastern Europe: Outline of Recent Developments and Major Issues" (Olivier Bertrand, Francoise Caillods) focuses on the workshop's four themes: changing the architecture of the VET system; sharing responsibilities and the decentralization process; the role of enterprises and the relationship with the economy; and the instruments required for monitoring and regulation. A workshop paper, "The Process for Changing the Architecture of the Education System in Eastern Europe" (Peter Grootings), suggests a more systematic analysis of modernization and structural reform aspects of educational change is necessary. The second workshop paper, "Improving the Responsiveness of Vocational Education and Training: Flexibility and/or Consistency" (Marianne Durand-Drouhin, Olivier Bertrand), points to tensions in countries between objectives of flexibility in VET and consistency. Part II

Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Art; Art Education; Athletics; *Compensation (Remuneration); Foreign Countries; Fringe Benefits; Geographic Regions; Graduate Surveys; Higher Education; Humanities; *Lawyers; *Legal Assistants; Legal Education (Professions); *Outcomes of Education; Private Sector; Public Sector; Racial Differences; Religious Education; Salary Wage Differentials; Self Employment; *Service Occupations; Sex Differences; Social Sciences; *Social Work; Tables (Data); Wages
IDENTIFIERS- *South Africa

This document, which is based on data gathered during a September 1994 mail survey of 215,284 South African graduates that elicited a total response rate of 18.3%, details the remuneration of graduates (as of July 1, 1994) in a wide range of occupations in the following categories: legal; religious; social science; humanities; and art, sport, and entertainment. Presented first are brief descriptions of the survey group; survey questionnaire, procedures used to analyze/present the data, and nature/scope of data reported under the various table headings. The nine tables constituting the remainder of the document present data on the following: median income of graduates working full time according to employer sector/occupation (overall and by gender), occupation/region/employer sector, occupation/post level/employer sector, occupation/work experience/employer sector, and occupation/working hours/employer sector; median income of full-time employees and self-employed persons according to occupation/economic sector; comparison of the income of men and women working full time according to occupation/work experience; and median income of graduates working full time according to occupation/work experience/population group/employer sector and field and level of study and employer sector. Included in the document are English and Afrikaans versions of the study report. (MN)

ED 401 478 CE 073 017

Jacobs, Johan
Remuneration of Graduates, as at 1 July 1994. Managerial and Administrative Occupations = Vergoeding van Gegradueerdes, soos op 1 Julie 1994. Bestuurs- en Administratiewe Beroepe.
PUB DATE- 96
NOTE- 48p.; For related reports, see ED 399 438 and CE 073 011-016.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Business Administration; *Business Education; *Compensation (Remuneration); Foreign Countries; Fringe Benefits; Geographic Regions; Graduate Surveys; Higher Education; *Managerial Occupations; *Outcomes of Education; Private Sector; Public Sector; Racial Differences; Salary Wage Differentials; Self Employment; Sex Differences; Tables (Data); *Wages
IDENTIFIERS- *South Africa

This document, which is based on data gathered during a September 1994 mail survey of 215,284 South African graduates that elicited a total response rate of 18.3%, details the remuneration of graduates (as of July 1, 1994) in a wide range of administrative, managerial, and clerical occupations in the public and private sectors and in self-employment. The first quarter of the document contains brief descriptions of the

Differences.
PUB DATE- 93
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Depression (Psychology); *Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Psychological Evaluation; Psychological Testing; Psychopathology; *Screening Tests

There is an urgent need for early identification of depressed individuals so that they may be found and helped in time. Childhood depression is often masked by problems in school, and as a result, these children usually go undiagnosed or misdiagnosed. It has been found that drawings by depressed patients have distinct patterns which are rated closer to normal controls than drawings by patients with organic mental disorders or schizophrenia. Statistically significant differences were found between drawings by depressed and control group patients in attributes such as integration, logic, realism, and showed problem-solving skills. The Draw a Story (DAS) instrument was developed as a semi-structured interview technique and as a measure for assessing depression. A 1988 study (n=350) and a 1993 study (n=107) suggest that strongly negative responses to the DAS task are associated with clinical depression and may be associated with depression among adolescents and men. Eighty-two figures reproduce the DAS instrument, subject drawing samples, and data. Five tables produce data and statistical analysis. Three appendices present an analysis of differences between depressed and nondepressed subjects; age and gender differences in attitudes toward solitary subject (SDT); and male and female attitudes toward solitary subjects and relationships in response to the SDT. Contains 29 references. (TS)

ED 401 496 CG 027 020

Long, Bonita C.
Women and Work-Place Stress. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Employed Women; Employment; *Females; Foreign Countries; Occupational Mobility; Occupational Safety and Health; Self Management; Sex Differences; *Sex Stereotypes; Social Bias; *Stress Management; *Stress Variables; Work Environment
IDENTIFIERS- Canada; Employee Health; ERIC Digests; *Job Stress

With North American women joining the work force in record numbers, the effect of employment on women's well-being is gaining attention. This digest examines various stressors affecting women in the work world and some actions companies can take to alleviate these stressors. While some studies show that work has detrimental effects on some females, other studies point to the beneficial health benefits work may provide for women. In general, women who work seem to be better

Assessment of American Indian Children as Measured by the SON-R and WISC-III.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (28th, Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Children; Cultural Context; *Culture Fair Tests; *Intelligence Differences; *Intelligence Tests; Test Validity
IDENTIFIERS- Snijders Oomen Nonverbal Test of Intelligence Rev; Wechsler Intelligence Scale for Children III

A major criticism of standardized intelligence tests is their improper use in measuring the intellectual competence of culturally diverse children. Factors which complicate the issue are the definition of intelligence, content bias in intelligence tests, and the interpretation of test scores between white middle class children and children of other groups. This study compared the performance of American Indian children on two different intelligence tests: (1) the Wechsler Intelligence Scale for Children-Third Edition (WISC-III); and (2) the Snijders-Oomen Nonverbal Test of Intelligence - Revised (SON-R). Studies suggest that American Indian children performed poorly on the Verbal Scale of the WISC-III which subsequently lowered their Full Scale IQ scores. Since the SON-R is designed to de-emphasize the verbal component of IQ testing, it was hypothesized that the SON-R would more accurately assess American Indian children's intelligence than the WISC-III. Results indicated no significant difference between performance on the two tests, failing to confirm the hypothesis. Contains 12 references. (RB)

ED 401 516 CG 027 451

Manning, Kathleen
Student Affairs 2000: Coming of Age in a Mature Industry.
PUB DATE- 16 Feb 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, March 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; Colleges; *Educational Administration; Educational Trends; Futures (of Society; *Higher Education; Models; Organizational Change; *Student Personnel Services; Universities

In response to uncertainty surrounding the future of the student affairs industry, this paper explores management and organization literature in education and business to elucidate the condition of higher education as a mature industry. The first section, "Higher Education as a Mature Industry," presents characteristics of the life cycle stages of higher education, from birth to institution to maturity (its current state). The second section, "Change and Transformation in Higher Education," examines means of transforming and rejuvenating the student affairs industry. Thinking differently by embracing new combinations of long-standing ideas and empowering staff are suggested. The third section, "The Student Affairs Role in Transformation," looks at how student affairs can transform itself in such a way that it changes higher

ED 401 534 CS 215 495

Watts, Liz; Wernsman, Robert
College and University Administrators' Views about Serving as News Sources for Student Reporters.
PUB DATE- Aug 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Attitude Measures; College Administration; Higher Education; Questionnaires; *School Newspapers; Student Evaluation; *Student Publications; *Undergraduate Students
IDENTIFIERS- Administrator Surveys; Journalists; *News Sources; *Scholastic Journalism

Student journalists at colleges and universities routinely interview and quote collegiate administrators for campus-based news stories; however, the role of those administrators as news sources apparently has not been considered. A study examined the role of administrators and their assessment of student journalists. A questionnaire was sent to 5 administrators at each of the 405 colleges and universities listed in the 1994-95 AEJMC (Association for Education in Journalism and Mass Communication) directory. Of the 1,500 questionnaires mailed, 510 were usable. Respondents represented 334 public and 176 private schools. Results showed that almost 75% of the respondents contacted were regularly used as sources by student journalists. Most respondents had been used as sources during the same month that they answered the questionnaire. Also, 75% said they had never refused to be interviewed. In questions about the quality of student journalism, the administrators gave mostly neutral ratings, indicating the journalists were not especially good or bad. They gave above-average ratings in only two areas: for objectivity and for asking pertinent questions. They gave mid-range ratings to interview preparation, follow-up questions, and knowledge about the topic. They gave low-range ratings for calling back to verify information or to get a post-publication reaction. Results support some already published literature. (Contains 10 tables of data and 29 notes.) (TB)

ED 401 535 CS 215 496

Clark, Beverly Lyon
Regendering the School Story: Sassy Sissies and Tattling Tomboys. Children's Literature and Culture Series, Volume 3. Garland Reference Library of Social Science, Volume 1060.
PUB DATE- 96
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Authors; Childrens Literature; *Cultural Context; Elementary Secondary Education; *Literary Criticism; *Literary Genres; Literary History; *School Attitudes; *Sex Role; Thematic Approach
IDENTIFIERS- Gender Issues; *Thematic Analysis

This book is about the genre of school stories, that is, stories that deal with the education and the educational experiences of

ED 401 553 CS 215 561

Levin, Mark
Kids in Print: Publishing a School Newspaper.
PUB DATE- 97
NOTE- 84p.; Published by Good Apple, Division of Simon & Schuster, 299 Jefferson Road, P.O. Box 480, Parsippany, NJ 07054-0480. Original copies purchased from publisher's distributor contain diskette with clip art.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Childrens Writing; Classroom Techniques; Educational Strategies; Intermediate Grades; Journalism Education; Junior High Schools; Middle Schools; *School Newspapers; *Student Motivation; *Student Publications; *Writing for Publication
IDENTIFIERS- Adviser Role; *Scholastic Journalism; Writing Contexts

This book provides teacher-tested tips on organizing, teaching journalism skills, layout, and publication for school newspaper advisors for grades 5-8. The book contains a variety of reproducibles and a handy glossary to help motivate real-life writing experiences. It also has computer clip art on a disc. The book notes that publishing a newspaper fulfills many of the needs of a good writing program and offers other benefits, among those: student and faculty readership provides a real audience on an ongoing basis; deadlines hold students responsible and accountable; editing and rewriting (process-writing skills) are important parts of newspaper work; and in school newspapers, students have a voice--responsible articles and editorials can impact their lives in school. The book offers sections on organizing the classroom, the students, and the newspaper, as well as many useful blank forms. The book also gives suggestions for layout and design, photography, generating--and funding--the newspaper, and a budget worksheet. A resource section gives a list of five organizations, three books, six software programs, and three companies that produce specially designed paper. (CR)

ED 401 554 CS 215 562

Blount, R. Howard, Jr.
Language Arts Lingo: Glossaries and Flashcards for 200 Terms.
PUB DATE- 97
NOTE- 253p.; Flashcards are printed on colored paper. Published by Good Apple, Division of Simon & Schuster, 299 Jefferson Road, P.O. Box 480, Parsippany, NJ 07054-0480.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Definitions; Educational Games; Fiction; Figurative Language; *Glossaries; Intermediate Grades; Junior High Schools; *Language Arts; Learning Strategies; *Literary Genres; *Literature Appreciation; Middle Schools; Nonfiction; *Resource Materials
IDENTIFIERS- *Flash Cards

Intended for teachers of grades 4-8, this book provides tools and resources to help students fall in love with literature. The

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Visual Communication and Science and Health Communication Division.
PUB DATE- Aug 96
NOTE- 257p.; For other sections of these proceedings, see CS 215 568-580. Photographs in the Lester paper may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Blacks; Broadcast Journalism; Environment; Interpersonal Communication; Journalism Research; Mass Media Effects; *Mass Media Role; *Mass Media Use; *News Media; *Newspapers; Photojournalism; Stereotypes; Technological Advancement
IDENTIFIERS- Digital Technology; *Health Communication; Multimedia Technology; Technology Integration; Television News; *Visual Communication

The Visual Communication and Science and Health Communication section of the proceedings contains the following 12 papers: "The Designers' Toolbox: Newsroom Experience and Ideal Characteristics of Newspaper Designers" (Wayne Wanta and Lauren Danner); "Patterned Image of the Homeless: Discourse Analysis of Television News Narrative" (In-Sung Whang and E. J. Min); "Navigating the Digital Universe: The Use of Space in the Design of Multimedia" (Jean Trumbo); "African American Pictorial Coverage in Four U.S. Newspapers" (Paul Martin Lester and Randy Miller); "Pictorial Stereotypes in the Media: A Pedagogical Discussion" (Paul Martin Lester); "How Media Use and Demographics Affect Satisfaction with the Appearance of Community Newspapers" (John Mark King); "Television News Images of the Oklahoma City Bombing and the Fear of Terrorism" (Claudette Guzan Artwick); "'American Gothic' and the Impact of Digital Video Technology on the Visual Communication of Television" (Edward J. Fink); "Environmental Coverage Priorities: A Michigan Newspaper Comparison" (Erik Bean and Jim Detjen); "Domestic and International Coverage of AIDS/HIV by the 'New York Times,' 'Los Angeles Times,' and 'USA Today': 1990-1994" (Nilanjana Roy Bardhan); "The Quality of Interactive Computer Use among HIV-Infected Individuals" (Paul Smaglik and others); and "Mass Media, Interpersonal Communication, and Real-Life Factors in Risk Perception at Personal and Societal Levels" (Eunkyung Park and others). Individual papers contain references. (CR)

ED 401 572 CS 215 580

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996). Miscellaneous Studies Division.
PUB DATE- Aug 96
NOTE- 440p.; For other sections of these proceedings, see CS 215 568-579.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Crime; Foreign Countries; Homosexuality; *Journalism; *Mass Media Role; *Mass Media Use; Minority Groups; Models; *Political Attitudes; Programming (Broadcast)
IDENTIFIERS- Belgium; Market Segmentation; Newspaper Chains; Newspaper Ownership; Political Efficacy; Security Classifications

decision making, cooperative learning, divergent thinking, and communication. The book offers 28 diverse and original enrichment activities that teach personal values such as responsibility, compassion, leadership, and respect for others. Among these activity titles are: Grate Misteaks (of fifth- and sixth-graders); Little Stories of Our Classroom; A Personal Classroom Pledge; The Ultimate Vacation; Possible Dreams; If We Were in Charge of The World; and Creative Inventors. The step-by-step, classroom-tested activities encourage students to create books and write stories, undertake community service projects (locally and globally), explore their own values, take risks, and learn from mistakes. The book provides lesson plans that can be incorporated into the curriculum, many with extensions and variations for use at school, at home, and in the community. Activities units include materials lists and forms, learning objectives, time requirements, related curriculum, activity steps and variations. The book also includes 57 reproducible handout and transparency masters and contains 35 resource references. (CR)

ED 401 591   CS 509 385

Fenton, Ray; O'Leary, Neil
Assessment Issues: Speech Communication Association. Speaking. Listening, and Media Literacy Standards.
PUB DATE- Nov 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996). Prepared for Speech Communication Association Committee on Assessment and Testing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Audiolingual Skills; *Communication Skills; Curriculum Development; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Student Evaluation; *Testing; Test Reliability; Test Validity
IDENTIFIERS- Communication Behavior; Media Literacy; *Speech Communication Association

As individual states and communities work out curriculum and instructional expectations, high quality assessments of communication skills will continue to evolve. An active cycle of setting goals, developing instruction, teaching, testing, and assessing student and system success is the key to the process of renewal and improvement. All types of information needed to guide decisions build upon and must be grounded in successful student demonstrations of what students know and are able to do. Student communication behaviors must be approached from a number of perspectives using multiple indicators to make reasonable, informed judgments. In the United States, standards and expectations for student performance are currently being established at the state level. The actual responsibility for assessing student performance falls to the local education agency. Additional help is available from the national Speech Communication Association (SCA) which has published national standards in speaking, listening, and media literacy for four age ranges: K-3, 4-6, 7-8, and 9-12. The need to gain insight into the relative performance of individuals from time to time and group to group adds complexity to the assessment process. The primary source of technical complexity for the assessment of human communication is that measures of performance require some form of human judgment. The single general scale used by the National Assessment of Educational Progress or the multiple concept of change, the contribution to a knowledge base, and the direct improvement of student performance are vital notions of teacher inquiry. The use of IBL interfaces with teacher research and supports the fiscal and institutional decisions needed to effectively integrate the world of theory with the practical realm of school administration. Two figures are included. (Contains 27 references.) (LMI)

ED 401 611 EA 028 042

Barker, Sandra L.
Market Trends in School Administration: The Case in Washington State.
PUB DATE- 5 Apr 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; Administrator Role; *Educational Administration; Elementary Secondary Education; *Employment Patterns; Higher Education; Internship Programs; *Labor Supply; Labor Turnover; Principals; *Retirement
IDENTIFIERS- *Washington

University faculty and practicing educators in Washington State are concerned about the future availability of talented candidates for leadership positions in public and private elementary and secondary schools. This paper examines market trends for the positions of principal and vice-principal in Washington State. It identifies the following four trends: (1) small candidate pools; (2) the continuing construction of new schools; (3) increased numbers of administrator retirements through the year 2000; and (4) decreased numbers of students in educational-administration programs. In addition, turnover patterns offer incumbents and newcomers opportunities for positions. District-level attention to principals' role overload is the key variable for creating a better match between numbers of candidates and numbers of positions. A group of practitioners who attended the June 1996 conference of the Association of Washington School Principals and the Washington Association of School Administrators developed the following recommendations for increasing the number of talented candidates: make the principal's role more attractive; increase support for incumbents and interns; improve communication about available positions; and increase funding for internships. Three tables are included. (LMI)

ED 401 612 EA 028 043

Morie, Elizabeth D.; Wilson, Bonny B.
Women Superintendents: New Role Models in Leadership for Change.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Qualifications; Career Development; *Educational Administration; Elementary Secondary Education; Mentors; Occupational Aspiration; Sex Stereotypes; *Superintendents; *Women Administrators

Frymier, Jack, Ed.
Teaching Students To Be Responsible.
PUB DATE- Feb 96
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Accountability; Child Responsibility; Elementary Secondary Education; Higher Education; Legal Responsibility; Preschool Education; *Responsibility; *Self Efficacy; *Student Responsibility; Teacher Attitudes; *Teacher Influence

Responsibility is one of the core values of individuals in a democratic society. This publication presents research findings that address whether responsibility can be learned or taught, and what factors affect its development. Chapter 1 includes seven articles that examine the concept of responsibility, concluding that responsibility is a learned behavior. Chapter 2 includes seven studies that examine factors that influence the development of responsibility, including parent-management behaviors, children's locus of control, cultural ideologies, and children's perceptions of social ability. Chapter 3 contains 11 papers that describe various approaches to teaching children to assume responsibility. Steps in the process include understanding responsibility, recognizing and utilizing various approaches to teaching, and recognizing the context within which the teaching approaches occur. References accompany the articles and overviews precede each chapter. (LMI)

ED 401 630 EA 028 074

Wildman, Louis
What Portion of the Knowledge Base Do Practicing Administrators Utilize?
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (50th, Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Responsibility; Administrator Role; *Decision Making; Decision Making Skills; *Educational Administration; Elementary Secondary Education; Problem Solving; *School Administration
IDENTIFIERS- *Knowledge Base for Administration

There is a lack of empirical evidence describing the actual problems encountered by school leaders and the knowledge that they use to find solutions to those problems. This paper presents findings of a study that explored the problems faced by members of a graduate educational-administration class. The participants, 22 practicing public school administrators, first recorded the decisions and problems that they had faced over the span of one week. They then analyzed the problems according to 17 knowledge-base domains, as outlined by the 1993 Yearbook of the National Council of Professors of Educational Administration. The study sought to identify which portion of the educational-administration knowledge base that practicing administrators utilized. The findings show that vice principals spent more of their time on student problems than did principals, and that principals spent more of their time on public service agencies is one reform idea for addressing the complex conditions of children with a high level of needs. This paper presents findings of a study that explored the workings of one community-based collaboration, referred to as the Community-Based Collaboration for Families (CBCF), in two low-income neighborhoods of a midsized midwestern city. The study sought to examine the ways in which the school structures, routines, and regularities changed or resisted the goals of the collaboration. Data were obtained through observation; document review; and interviews with 31 CBCF team members, school-community liaisons, residents, agency administrators, and 130 students. The paper discusses three themes of resistance: (1) the rigidity of school-ascribed roles; (2) the resulting focus on students as clients separate from their families; and (3) the various and conflicting conceptions of time. The findings demonstrate that the rigidity and regularities of the school cannot be reconciled by simply setting up a "link" between schools and organizations. Indeed, the link may operate inadvertently as a foil for change. A prerequisite for an integrative approach in collaboration may require the disruption of fundamental conventions, routines, and forms, such as roles, responsibilities, clients, and time. In sum, connections between agencies are as vulnerable as the weakest link, and simple links cannot reconcile rigid conventions and regularities. Developers of agency-school collaboration should consider alternative understandings of roles, responsibilities, and time. (Contains 18 references.) (LMI)

ED 401 650   EA 028 104

Smithmier, Angela
Meeting Children's Needs through Systems Change: Will an Alternative Policy Instrument Work for Integrated Services?
PUB DATE- Oct 96
NOTE- 38p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Change Strategies; *Decentralization; Elementary Secondary Education; *Integrated Services; *Organizational Change; *Policy Analysis; Qualitative Research; *School Community Programs; Systems Analysis

The third generation of educational research and policy analysis gives consideration to the nature of the policy instrument and the design and organizational context through which reform ideas and policy goals are translated into results. This paper presents findings of a study that examined the use of systems change as a policy instrument. It describes a school-linked, integrated-services effort referred to as Community-Based Collaboration for Families (CBCF), a countywide initiative in a middle-class, metropolitan, midwestern county. The study examined the problem as defined by the framers of the CBCF, the organizational contexts of the participating agencies, the policy instrument of systems change, and the implementation and effects of the initiative after 3 years. The study was conducted from 1993-96 in two low-socioeconomic-status neighborhoods in a midsized midwestern city. Data were obtained through observation; document review; and interviews with over 300 residents, 12 CBCF team members, and 14 oversight committee members. Findings show that the mix of decentralized responsibility with centralized authority created a two-tiered youth and were confident in their ability to plan appropriate therapy interventions. They were able to locate the necessary resources needed to meet the unique needs of each patient and could apply problem-solving skills to determine solutions to patient problems with more ease. Students, faculty, and clinical supervisors reported that students were more self-directed in their learning. A faculty, peer, and self-assessment form is appended. (Contains 34 references.) (DB)

ED 401 668 EC 305 158

Obiakor, Festus E.; And Others
The Placement of Exceptional Students in Nigeria and the United States of America.
PUB DATE- 7 Jul 93
NOTE- 14p.; Paper presented at the Biennial Conference of the International Association of Special Education (3rd, Vienna, Austria, July 7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Disabilities; Disability Identification; Due Process; Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Legislation; Foreign Countries; *Inclusive Schools; Individualized Education Programs; Mainstreaming; Parent Participation; Referral; *Special Education; Student Evaluation; *Student Placement
IDENTIFIERS- *Nigeria; United States

This report compares and contrasts special education and least restrictive environment requirements for children with disabilities in Nigeria and the United States. The implementation of special education policies in both countries is discussed, including policies in the following areas: referral and identification, nondiscriminatory assessment, parental consent, procedural safeguards, least restrictive environment, and individualized education programming. Results of the comparison found the focus in Nigeria to be indiscriminate integration while in the United States the direction is full inclusion based on the least restrictive environment. Recommendations are offered for Nigeria's education system, such as a mandatory special education law, procedural safeguards and due process, training of specialists and related professionals, and maximizing student potential. Recommendations for the United States focus on putting laws into practical perspectives, accountability of special education personnel and programs, and appropriate placements. (Contains 18 references.) (CR)

ED 401 669 EC 305 159

Luvisi, Chris, Ed.
Discovering the Talents of Rural and/or Economically Disadvantaged Gifted Students. Project Discovery Technical Assistance Handbook.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Students; *Compliance (Legal); *Disabilities; Federal Legislation; Higher Education; Individual Differences; Interpersonal Communication; Legal Responsibility; *Student Characteristics; Student Personnel Services; Teacher Behavior; *Teacher Responsibility; *Teacher Student Relationship; Two Year Colleges

IDENTIFIERS- *Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; *Calhoun Community College AL; Rehabilitation Act 1973 (Section 504)

This resource guide is intended to help faculty and staff of Calhoun Community College (Alabama) to comply with federal laws and to adapt and modify their activities to accommodate the individual needs of students with a wide variety of disabilities. The first section summarizes the major relevant requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Next, basic principles of interacting with someone who has a disability are outlined, noting reception etiquette, conversation etiquette, and terms to avoid. Responsibilities of the student with a disability and faculty are then specified. The following sections provide suggestions for interacting with students having specific disabilities, with an explanation of typical characteristics of the disability and instructional modifications. The following disability areas are covered: deafness and partial hearing, head injury, learning disabilities, orthopedic/mobility disabilities, psychological disabilities, speech and language disorders, visual disabilities, and other disabilities. Relevant campus resources are briefly described. (DB)

ED 401 686   EC 305 177

Riviere, Adrienne

Assistive Technology: Meeting the Needs of Adults with Learning Disabilities.

SPONS. AGENCY- National Inst. for Literacy, Washington, DC.

PUB DATE- 96

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computer Oriented Programs; Input Output Devices; *Learning Disabilities; Listening Skills; Mathematics; Memory; Organization; Reading; Self Management; Tape Recordings; Technological Advancement; Time Management; Visual Perception; Written Language

This monograph briefly describes a sampling of tools and technologies that can be used by adults with learning disabilities to improve their functional capabilities in employment, educational, or personal settings. Stressed is the importance of evaluating each technology in terms of the individual's unique profile, the function to be performed, and the particular context in which the technology will be applied. The assistive technologies are grouped according to the following functional areas: (1) organizational skills, memory, managing personal information, time management, and staying on task, through use of such devices as beepers/buzzers, tape recorders, and index cards; (2) auditory/listening management through use of pressure-sensitive paper for classroom note-taking, a laptop computer for notetaking, and books on disc; (3) visual processing through use of tape recordings, large

Hine, Candis Y.
Como Ayudar a Su Hijo a Tener Exito en la Escuela: Guia para Padres Hispanos (Helping Your Child Find Success at School: A Guide for Hispanic Parents).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 36p.; For the English edition, see ED 379 852.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Child Rearing; Elementary Secondary Education; *Family Influence; *Gifted; High Schools; High School Students; *Hispanic Americans; *Parent Role; Parent School Relationship; Performance Factors; Puerto Ricans
IDENTIFIERS- Hispanic American Students

This pamphlet guides Hispanic parents in helping their children succeed academically, based on findings from a study of 10 high-achieving Puerto Rican high school students. The students described specific family factors which supported and nurtured their academic achievement. Guidelines for parents are extracted from these factors and include: (1) let your child know you value achievement in school; (2) help your child to develop strong language skills; (3) make your children understand that you believe they will be successful both in school and later in the workplace; (4) provide a strong family support system; (5) nurture a strong family bond at home to help children to develop a positive image of themselves and their culture; (6) help your child understand that his or her future can be bright with preparation and hard work; (7) do not let your child use cultural biases or prejudices held by people at school or in the community as an excuse for failure; and (8) become involved in your child's school and extracurricular activities. Parents are encouraged to seek assistance from the child's teacher, guidance counselor, school psychologist, or bilingual teacher/counselor. A summary of the study, titled "The Home Environment of Gifted Puerto Rican children: Family Factors Which Support High Achievement," is provided. (Contains 22 references.) (JDD)

ED 401 706 FL 022 728

Payne, David, Ed.
Notes on Linguistics, 1994.
PUB DATE- 94
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- African Languages; Applied Linguistics; Ethnography; Foreign Countries; *Grammar; Jargon; *Language Research; Lexicology; *Linguistic Theory; Morphology (Languages); *Phonology; Sanskrit; *Second Language Learning; Sign Language; Structural Analysis (Linguistics); Syntax; *Test Reliability; Uncommonly Taught Languages; Verbs
IDENTIFIERS- Deconstruction; Flemish; Papuan Languages; Structuralism; Zapotec

This document contains the 1994 edition of a publication designed to share information in the field of linguistics that is of practical, theoretical, administrative, or general interest. Articles in these issues include: "Ethnography Vs.

Migliazza). Each issue also contains notes from the SIL Linguistics Department coordinator, a number of reports on linguistics association conferences around the world, book and materials reviews, and professional announcements. (MSE)

ED 401 727 FL 024 213

Lamontagne, Linda
La conception de l'anglicisme dans les sources metalinguistiques quebecoises de 1800 à 1930 (The Concept of Anglicism in Quebec Metalinguistic Sources from 1800 to 1930). Publication B-205.
PUB DATE- 96
NOTE- 198p.
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Diachronic Linguistics; *English; Foreign Countries; *French; *Language Attitudes; Language Research; Language Variation; *Linguistic Borrowing; Linguistic Theory; *Regional Dialects
IDENTIFIERS- *Anglicisms; Canada; French (Canadian); *Quebec

The report, entirely in French, details a study of the concepts of "anglicism" drawn from a wide sample of French Canadian metalinguistic material published between 1800 and 1930. The study analyzed the use of the term "anglicism" and various associated concepts, identified the principal trends in the way anglicisms were presented, and examined how the different types of borrowings were classified by some of the authors. It also explored how this phenomenon was judged, especially in comparison with standards used in France, and lists terms denounced by observers of the period as being the most "contaminating." The author also examines how this phenomenon was viewed linguistically by the writers of the period, comparing principles and offering examples. Contains 147 references. (Author/MSE)

ED 401 728 FL 024 216

Sueppha, Sutthiya; Maneewong, Napasri
Central-E-Saan Thai Dictionary.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- Thai; English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; Foreign Countries; Language Patterns; *Language Variation; Phonology; *Regional Dialects; *Second Languages; *Thai; Tone Languages; *Uncommonly Taught Languages; Vocabulary Development; Volunteer Training
IDENTIFIERS- *Peace Corps; Thailand

The dictionary for Central and E-Saan varieties of Thai is designed as a reference for use by Peace Corps volunteers assigned to northeastern Thailand. An introductory section gives an overview of the dictionary's content and design. Most of the words included are functional vocabulary, and the usage is illustrated in sample sentences written in Central Thai script. Notes are also provided on some characteristics of the phonology, particularly tone patterns and vowels. Contents of the dictionary are entirely in Thai. (MSE)

ED 401 729 FL 024 217

Tumsorn, Maneewan; Chansiriyotin, Supaporn

PUB DATE- 96
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Applied Linguistics; English (Second Language); Foreign Countries; Hindi; Language Research; Languages for Special Purposes; *Language Tests; Second Language Instruction; Test Construction; *Testing; *Testing Problems; Test Interpretation; Test Use; Time Factors (Learning); Uncommonly Taught Languages
IDENTIFIERS- Australia; Rasch Scaled Scores; Teaching to the Test

A selection of essays on language testing includes: "Perspectives on the Testing Cycle: Setting the Scene" (Catherine Elder, Gillian Wigglesworth); "The Politicisation of English: The Case of the STEP Test and the Chinese Students" (Lesleyanne Hawthorne); "Developing Language Tests for Specific Populations" (Rosemary Baker); "Developing Rating Scales for the Assessment of Second Language Performance" (Carolyn E. Turner, John A. Upshur); "Administering a Performance Test in Fiji Hindi" (Nikhat Shameen, John Read); "Specific-Purpose Language Performance Tests: Task and Interaction" (Tom Lumley, Annie Brown); "Rasch Scaling: How Valid Is It as the Basis for Content-Referenced Descriptors of Test Performance?" (Joy McQueen); "Test Interpretation, Test Use, and Pedagogical Implications" (Micheline Chalhoub-Deville); and "Investigating Washback in Japanese EFL Classrooms: Problems of Methodology" (Yoshinori Watanabe). (MSE)

ED 401 751 FL 024 248

Orr, Thomas
Designing English Writing Instruction for Students in the Science and Technologies: Research, Results, and Applications. Technical Report 96-5-001.
PUB DATE- 21 Sep 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Japan Association of College English Teachers (Kyoto, Japan, September 21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Instruction; *Computer Science; Dialogs (Language); Educational Research; Educational Strategies; *English (Second Language); Foreign Countries; Higher Education; *Instructional Design; Language Patterns; *Languages for Special Purposes; Language Usage; Narration; Research Methodology; Sciences; *Technical Writing; Technology; Writing (Composition); *Writing Instruction
IDENTIFIERS- University of Aizu (Japan)

College teachers of English for Science and Technology (EST) are encouraged to conduct research in preparation for designing appropriate writing instruction. Specific recommendations are made for creating such a program, providing adequate support, and organizing its content, with examples offered from the program in computer science writing at the University of Aizu (Japan). An EST writing program should offer student discipline-related knowledge, knowledge of writing in the discipline, and instructional activities tailored to specific skill levels and student needs. At the University of Aizu, instructional design research began with a survey of 87 computer science faculty, a review of professional literature, and computerized analyses of non-Western works should be given consideration. This would mean re-examining works worthy of canonization that may have been obscured by prejudice, but requiring that these works be selected based on merit. Appended are a list of "great ideas," and reading lists from three schools with either canonical or anticanonical curriculums. (Contains 84 reference notes and a bibliography of approximately 125 items.) (MSE)

ED 401 772 HE 029 605

Missouri Higher Education: 1995-1996 Statistical Summary.
PUB DATE- Jul 96
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; *Access to Education; Class Rank; College Entrance Examinations; *College Faculty; College Freshmen; *College Libraries; College Preparation; *College Students; Degrees (Academic); Educational Finance; Employment Patterns; *Enrollment Rate; Higher Education; Institutional Characteristics; School Personnel; *Student Characteristics; Student Costs; Student Financial Aid; Transfer Students
IDENTIFIERS- American College Testing Program; *Missouri

Extensive data tables on higher education in Missouri present information on: the academic preparation of college freshmen (fall 1995), including distribution of American College Testing (ACT) scores and high school rankings; tuition, fees, and financial aid (state and federal, by aid type, including merit-based scholarships) and trends; enrollment (headcount and full-time equivalent freshman, total undergraduate, graduate, and by age, gender, ethnicity, and geographic origin) and trends; institutional resources (faculty and staff, full-time, 9-month, and tenure-track; revenues and expenditures by source; and library collections and expenditures); degrees conferred, by level, discipline, gender, and ethnicity; and institutional origins of undergraduate transfer students, both degree-seeking and non-degree. Within each of these categories, data are offered separately for public and private sectors. Appended materials include a list of Missouri higher education institutions, a state map showing institutions' locations, and a list of degree categories for use with degree tables. (MSE)

ED 401 773 HE 029 606

Missouri Coordinating Board for Higher Education: FY 1995 Annual Report.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; *College Curriculum; Core Curriculum; Degrees (Academic); Educational Change; Educational Finance; Educational Legislation; Education Work Relationship; Enrollment Trends; Foreign Students; Grants; Higher Education; Inservice Teacher Education; Institutional Evaluation; Program Evaluation; Proprietary Schools; Scholarships; *State Aid; State Legislation; *Statewide Planning; *Student Financial Aid; Student Loan Programs; Teaching Assistants
IDENTIFIERS- *Missouri

The annual report on the state of Missouri higher education provides information on system finance, operations, and

IDENTIFIERS- *State University of New York

Four papers address the changing roles of system administrators in multicampus public higher education systems such as the State University of New York (SUNY). In the first paper, by Joseph C. Burke, "Unity and Diversity: SUNY's Challenge Not Its Choice," the role of a public university system is defined as doing for its campuses only those functions that no single campus can, should, or would do: leading, allocating, advocating, protecting, evaluating, and (technological) linking. In the second paper, "What SUNY Should Do: Promote General Strength by Supporting Individual Strengths," (William R. Greiner) the system is asked to support individuality and diversity of the campuses, and individual campuses are told to direct efforts externally rather than wasting energy competing with each other. (A mission statement is appended to this paper.) Next, in "What Should the System Do? What Should the Campuses Do? One Trustee's View," (by Roderick G. W. Chu) the system is seen as a stewardship, focused mainly on the public served by the system. A new vision of excellence is envisioned, with each unit of the system defining its unique role. The fourth paper, by James R. Chen, is "System or Not? Governance and Faculty Voice at SUNY." This paper takes a critical look at the effects of decentralization in the neighboring state of New Jersey and, pointing to the successes of the SUNY system, argues instead for a strong federation that incorporates campus integrity and system leadership, plus increased flexibility. (CH)

ED 401 791 HE 029 638

Salerno, Frederic V.; And Others
The Challenge of Technology to Higher Education.
PUB DATE- Nov 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Administrative Change; Administrative Organization; *Administrator Role; Convergent Thinking; Distance Education; Educational Methods; Educational Technology; Higher Education; Information Networks; *Information Technology; Institutional Evaluation; *Instructional Innovation; Productive Thinking; *Productivity; Science and Society; *Technological Advancement
IDENTIFIERS- *State University of New York

In this report three administrators explore the challenges of integrating technology into the mainstream of academic life especially at the State University of New York (SUNY). Frederic V. Salerno, in "Pedagogy is the Traveller on the Educational Superhighway," asks how technology can be integrated into academic life and sees the answer in an educational superhighway. In "SUNY's New Challenge and Choice: Instructional Technology--Old Byway or Superhighway?" Joseph C. Burke raises four issues: career skills, different types of students, public distrust, and new competitors. Technology is seen as the way to transform teaching methods and how students learn. The third paper, by James W. Hall, "The Revolution in Electronic Technology and the Modern University: The Convergence of Means," notes that technology and the increasing demand for postsecondary education are causing fundamental changes in how universities function as institutions of higher learning. Although distance education is one response to these changes, convergence, a concept that visualizes the university as a place of wide access, of multiplicity and replicability of

Statistical Report. Fiscal Year 1995: September 1, 1994 - August 31, 1995.
PUB DATE- 95
NOTE- 709p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Faculty; Community Colleges; Degrees (Academic); Educational Facilities; Enrollment; Enrollment Trends; Governing Boards; Higher Education; *Institutional Characteristics; Medical Schools; Out of State Students; Private Colleges; Public Colleges; Racial Differences; Sex Differences; State Aid; State Schools; State Universities; Student Financial Aid; Tables (Data); Teacher Salaries; Teacher Student Ratio; Vocational Schools
IDENTIFIERS- *Texas

This report provides statistical data on Texas public and independent higher education institutions for fiscal year 1995. An introductory section provides basic information on Texas higher education institutions, while nine major sections cover: (1) student enrollment, including 1990-94 headcount data; headcount by classification, ethnic origin, and gender; retention; transfer students; and residency status; (2) semester hours at public universities, community colleges, and technical colleges by level and program; (3) degrees awarded by level, ethnicity, gender, and program at public universities, community colleges, technical colleges, and health-related institutions; (4) faculty headcount, student-faculty ratios, tenure status, and salaries by ethnicity and gender; (5) governing board members and non-faculty staff by ethnicity and gender; (6) physical facilities, including investment in physical plant and net assignable facilities space; (7) higher education appropriations, including all funds and general revenue per full-time student equivalent; (8) student financial aid programs, including data on recipients by ethnicity and gender, the Hinson-Hazlewood College Student Loan Program, loan forgiveness, grants, and scholarship and employment programs; and (9) statistical profiles of the state's 35 public universities. (MDM)

ED 401 810   HE 029 657

Harvey, Lee
Quality Assurance Systems, TQM, and the New Collegialism.
PUB DATE- 95
NOTE- 66p.; A publication of the Quality in Higher Education Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *College Administration; College Instruction; *Collegiality; Educational Quality; Foreign Countries; Higher Education; Participative Decision Making; *Quality Control; Teamwork; *Total Quality Management
IDENTIFIERS- Australia; *ISO 9000; United Kingdom; United States

This report discusses the application of the International Organization for Standards's ISO9000 quality assurance standard and Total Quality Management (TQM) to higher education in light of the "new collegialism." It defines the basic elements of ISO9000 and TQM, reviews the strengths and weaknesses of both approaches, and notes efforts to implement such approaches to quality in higher education institutions in the United Kingdom, United States, and Australia. It then provides an overview of the new collegialism, which emphasizes the development of a

Seniority, External Labor Markets, and Faculty Pay. Staff Working Paper 95-37.
PUB DATE- Jul 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Educational Economics; Higher Education; Labor Market; *Salaries; *Salary Wage Differentials; *Seniority; *Teacher Salaries; Tenure; *Tenured Faculty
IDENTIFIERS- *Michigan State University; Salary Compression; Salary Elasticity

This study used 10 years of personnel data of Michigan State University faculty to explore the returns in salary to seniority (the wage-tenure profile) and the degree to which these returns respond to entry-level salaries (or opportunity wages). Elasticities of senior-faculty salaries were estimated with respect to entry-level salaries, and findings indicated that these elasticities declined with seniority. Results suggest that the wage-tenure profile may be sensitive to market conditions at the entry level of each academic field. The evidence provides an explanation of faculty salary compression and suggests the importance of controlling for entry-level salaries in obtaining estimates of the returns to seniority. Tables give data relating to definition of variables, average salaries for faculty, estimated earnings for tenured men and tenured women, returns to seniority and postdoctoral experience, elasticity with respect to entry level salary, and wage-tenure profiles. (Contains 23 references.) (PRW)

ED 401 830 HE 029 680

Brown, Byron W.; Woodbury, Stephen A.
Gender Differences in Faculty Turnover. Staff Working Paper 95-34.
PUB DATE- Mar 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Faculty Mobility; Faculty Promotion; Higher Education; Labor Turnover; *Nontenured Faculty; Retirement; Sex Bias; *Sex Differences; *Tenured Faculty; *Women Faculty
IDENTIFIERS- *Michigan State University

The percentage of new assistant professor appointments who are women has lagged behind that of new women Ph.D.s. Additionally, the percentage of women promoted to associate and full professor has lagged behind that of those appointed assistant professor. The explanation offered for this slow progress of women in academe has been that faculty women have higher rates of voluntary turnover than do faculty men. This study tested that assumption by examining personnel records of all faculty at Michigan State University from 1981 through 1990, especially the 3,252 cases of faculty separations. The records gave information on individual characteristics of each faculty member including gender, birth year, salary, the faculty member's appointment status, and the reason for termination of appointment. The study found that tenure system faculty women and men had essentially the same low separation rates, while temporary faculty women and men had essentially the same high separation rates. Fewer than a quarter of all faculty men held temporary appointments as compared with nearly half of all faculty women. The annual separation rate of temporary faculty was about five times the annual separation rate of tenure

A study explored the experiences of four adult students who served on the board of The Learning Center, a community-based literacy program. The adult education literature touched on the challenges, benefits, and limitations of participatory practices, but the three were seldom juxtaposed, raising the question of whether the limitations equaled or outweighed the benefits. Interviews focused on experiences on the board. Interviews were audiotaped and transcribed. Transcripts and field notes were read and a coding system was developed. Findings indicated that participants initially felt apprehensive about being involved in the governance of their literacy program. The process of observation and questioning served to dissipate these feelings. The participants often cited reciprocity as the reason for their decision to participate actively in the Learning Center. Their involvement eventually led to an increased sense of ownership in the program. They developed a sense of community toward other students in the program. Participants were in the process of sorting out their relationships, responsibilities, and roles with other board members. They perceived themselves as supervisors, educators, or liaisons. The participants cited dedication and commitment as the characteristics of a good board member. They stated the program offered a supportive environment that, in turn, empowered students. Personal development emerged as a key benefit of their involvement. (Contains 18 references.) (YLB)

ED 401 394 CE 072 879

Campbell, Pat
From Coast to Coast: A Report on Tutor Training in Canada.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Programs; Educational Research; Foreign Countries; *Literacy Education; Program Content; *Training; Tutoring; *Tutors; Voluntary Agencies; Volunteers; *Volunteer Training
IDENTIFIERS- *Canada

Questionnaires on tutor training workshops were distributed to volunteers working within 46 Canadian community-based (CB) or voluntary programs; 56 percent of the programs responded. The study explored the distinguishing features of CB and volunteer literacy programs, terms used interchangeably. Questionnaires were mailed to all provinces and territories with the exception of the Northwest Territories. Prince Edward Island was the only province that did not respond. Findings indicated that tutor trainers provided workshops that ranged in length from 3-33 hours. Respondents rated tutor training as a primary component in programming. The fundamental reasons for tutor training revolved around the necessity of providing students with knowledgeable, qualified tutors. Respondents used equally the terms "facilitator" and "tutor trainer" to describe the person who delivered training. Respondents were evenly split in their approach to designing workshops: top down or bottom up. Workshop evaluation ranged from informal to formal and formative to summative. Workshop content emphasized "practical" topics such as reading and writing strategies. Tutors' questions at workshops revolved around four themes: methodology, confidence, support, and progress. Respondents questioned the amount of learning that occurred and the relationship between training and practice. (Contains 48

Kim, Kyung Hi
Modernity and Postmodernity Related Issues in Developing Ideas and Tasks of Adult Education in Korean Context.
PUB DATE- May 96
NOTE- 26p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; *Educational Change; Educational History; *Educational Philosophy; Foreign Countries; Interpersonal Communication; *Modernism; *Non Western Civilization; Politics of Education; *Social Integration
IDENTIFIERS- Enlightenment Thought; *Postmodernism; South Korea

Korean society is in the midst of a conflict between modern and postmodern condition. The concept of modernity is rooted in the Enlightenment, which valued reason and proposed the rational and progressive construction and transformation of society and reality. As a result of a rational differentiation between culture and society, modern phenomena such as fragmentation, discontinuity, and loss of meaning have emerged. The consequences of modernization have been identified in Marx's analysis of alienation, Weber's analysis of bureaucratization and instrumental rationality, and Durkheim's analysis of anomie and social integration. Representative postmodern thinkers are Foucault and Lyotard, who attempt to deconstruct the basis of modernity, eradicate the roots of reason, and foster a criterialess society. Habermas develops his concept and analyses of reason and human action through the concept of "colonization of the lifeworld." In the Korean context, disturbances in the lifeworld mean problems in cultural production and reproduction, social integration, and personality development. Adult education should play a part in revitalizing lifeworld functions in society through promoting communicative rationality. An adult education oriented toward a lifeworld perspective can assist in creating the environment for co-learning and co-teaching. (Contains 25 references.) (YLB)

ED 401 412 CE 072 903

Tennant, Mark
The Post-Modern Condition: Reformulating Adult Education Pedagogy.
PUB DATE- May 96
NOTE- 12p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; Educational Change; Educational Development; Educational History; *Educational Practices; *Experiential Learning; Foreign Countries; Student Role; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Postmodernism

The question of how the postmodern would have an impact on the everyday concerns of adult educators can be approached through analysis of three fundamental and persistent concerns evident in the literature of adult education pedagogy. First, the idea education programs were on employee self-confidence, ability to function as a team, and improvements in mathematics and communication skills. (An appendix provides short standardized summaries of the 28 case studies.) (YLB)

ED 401 429 CE 072 921

Kimmel, Jean; Conway, Karen Smith
Who Moonlights and Why? Evidence from the SIPP. Staff Working Paper 95-40.
PUB DATE- Jul 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; Employee Attitudes; *Individual Characteristics; Males; Models; Motivation; *Multiple Employment; Part Time Employment; *Wages

A study examined the characteristics of moonlighters and the length of their moonlighting episodes to determine who moonlights and why. Data for 203 prime-aged men were drawn from the 1984 Survey of Income and Program Participation panel (SIPP). The methodology involved a study of the personal and job-related characteristics of moonlighters and how the length of the moonlighting episode varied with these characteristics and an estimation of a duration model with unobserved heterogeneity to identify formally the determinants of moonlighting behavior when multiple motives may exist. The expectation was that individuals who moonlighted because they were constrained on their primary jobs might do so for shorter periods than those who moonlighted for other reasons. Therefore, the hazard rate for workers who moonlight because of primary job constraints should be greater than for those with alternative motives. The descriptive analysis revealed that most moonlighters worked full time on their primary jobs and 15-20 hours per week on lower-paying second jobs, and, in spite of those long hours, tended to be poorer than the average workers. Yet, a significant minority earned a higher wage on their second job. The duration model results suggested the structural hazard increased over time and there was significant unobserved heterogeneity. These results were consistent with the presence of multiple motives for moonlighting, with the constraint motive being the most common. (Contains 19 references and a technical appendix.) (YLB)

ED 401 430 CE 072 922

Dench, S.; Norton, R.
Leaving Employment Early. IES Report 322.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Retirement; *Economic Status; *Employment Patterns; Financial Problems; Foreign Countries; *Individual Characteristics; *Labor Force Nonparticipants; Reduction in Force; Services; *Work Attitudes
IDENTIFIERS- *Great Britain

Seven major British employing organizations were surveyed regarding their attitudes toward early retirement, attachment to/subsequent experiences in the labor market, financial situation, and the types of advice and support available to them. The overall response rate was 60% (1,012 returned

NOTE- 339p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Computer Assisted Design; Computer Assisted Manufacturing; Course Content; Course Descriptions; Course Objectives; Curriculum; Curriculum Development; Drafting; Electronics; Job Skills; *Lasers; Machine Tool Operators; *Machine Tools; *Machinists; *Manufacturing; Manufacturing Industry; *Metal Working; Optics; Postsecondary Education; *Technical Education

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the laser machining specialty area. It is organized in the following sections: (1) a profile of Springfield Technical Community College (Massachusetts), the development center that produced these standards and curriculum; (2) a laser machinist technician competency profile of job duties and tasks; (3) a technician duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Industrial Mathematics; Fundamentals of Industrial Electronics and Controls; Computer-Aided Design; Computer Numerical Control; Modern Optics; Laser Safety; Industrial Laser Systems; Computer-Aided Manufacturing; Metrology; and Laser Materials Processing. Components of each syllabus are as follows: lecture, lab, and credit hours; course description; prerequisites; course objectives; required course materials; method of instruction; course objectives: technical competencies; and course objectives: SCANS competencies. Appendixes contain the individual competency profiles for each company surveyed by the MAST development center and narrative of the pilot program for this occupational specialty. (YLB)

ED 401 444 CE 072 937

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 14: Automated Equipment Technician (CIM), of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 373p.; For other volumes in this set, see CE 072 924-938.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; Behavioral Objectives; Competency Based Education; *Computer Assisted Manufacturing; Computer Software; Course Content; Course Descriptions; Course Objectives; Curriculum; Curriculum Development; Job Skills; Machine Tool Operators; *Machine Tools; *Manufacturing; Manufacturing

includes the four quite extensive national research reports: "Questions and Answers in Hungarian Vocational Education during the Transition Period" (Judit Lannert); "Restructuring Vocational Education in Poland within the Context of a Free Market Economy" (Stefania Szczurkowska); "Changing Teaching/Learning Conditions in the Industrial Vocational Training Institutions and Employment Situation of Graduates in Lithuania" (A. Vidimantas Bumelis, Violeta Rimkeviciene); and "Diagnosis of the Estonian Vocational Education System: Indicators for Evaluation and Monitoring" (Reet Neudorf). The country report concerning Estonia is focused on the main indicators for a diagnosis of the VET system. The others deal more broadly with the management and reform of the system. Appendixes include the workshop agenda and participant list. (YLB)

ED 401 461 CE 072 983

Kirk, James J.; Huff, Steve
Thinking Systems: The First Step to Becoming a Learning Organization.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Cognitive Processes; Continuing Education; Creative Thinking; Critical Thinking; Experiential Learning; *Learning Processes; Learning Strategies; *Organizational Development; *Systems Approach; *Systems Development; *Thinking Skills
IDENTIFIERS- *Learning Organizations

This article provides a brief introduction to learning organization and systems thinking. It contains three experiential learning activities designed to teach systems thinking concepts. The first activity, "Pellets," helps learners discover the advantages of applying systems thinking to the solutions of workplace problems. The next two activities, "A Mazing Systems" and "Better Solutions Incorporated," provide participants opportunities to develop and test their own systems. Each activity provides specific step-by-step instructions, case studies, and debriefing questions. The article contains 43 references. (Author/KC)

ED 401 462 CE 072 986

Reisner, Elizabeth R.; And Others
Building School-to-Work Transition Systems in Eight States. Final Report.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 95
NOTE- 69p.; For related documents, see CE 072 987-988.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Development; *Educational Development; *Education Work Relationship; Federal Aid; Federal Legislation; Labor Force Development; Needs Assessment; Postsecondary Education; Program Design; Program Development; Program Implementation; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

A study obtained early information on the effects of the School-to-Work Opportunities Act of 1994 on states' efforts to develop survey group, survey questionnaire, procedures used to analyze and present the data, and nature/scope of data reported under the following categories: salary, fringe benefits, package, percentile value, occupation, employer sector, geographical distribution, post level, age/years of work experience, employment status/working hours, and economic sector. In the eight tables constituting the remainder of the document, data on the median income of graduates working full time are presented under the following category headings: employer sector and occupation; managerial level and occupation; occupation, managerial level, and geographical region; occupation, managerial level and economic sector; occupation, managerial level, and gender; occupation, managerial level, and population group; and occupation, work experience, population group, and employer sector. Included in the document are English and Afrikaans versions of the study report. (MN)

ED 401 479 CE 073 023

Bellmann, Lutz
Wage Differentiation and Long-Term Unemployment. An International Comparison. IAB Labour Market Research Topics No. 19.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Competition; *Developed Nations; Employment Level; *Employment Patterns; Foreign Countries; Labor Market; *Minimum Wage; *Salary Wage Differentials; Trend Analysis; *Unemployment; Wages
IDENTIFIERS- *Europe; Japan; Organisation for Economic Cooperation Development; *United States

The relationship between wage differentiation and long-term unemployment was examined in a study that considered data regarding long-term unemployment and minimum wages in the United States, Japan, and 10 member nations of the Organisation for Economic Cooperation and Development. Data regarding wages and unemployment in the 11 countries were analyzed to determine the effect of minimum wages on employment and unemployment and the relationship between long-term unemployment and wage disparity. In the data analysis, consideration was given to the differences between individual countries' wage replacement payments, wage negotiations, and labor market policies. After those factors had been taken into account, it was determined that larger wage disparity (or a lower first decile ratio of the distribution of incomes) decreases the relative number of long-term unemployed among the total number of unemployed individuals in a given country. The study confirmed the neoclassical standard model of the labor market with perfect competition and contradicted U.S. studies that could not find any negative employment after the minimum wage increases in the United States in the late 1980s and early 1990s. The implications of the study findings were discussed within the context of Germany's labor market and labor market policies. (Contains 42 references.) (MN)

ED 401 480 CE 073 024

Spangenburg, Cathy
Implementing a School-to-Work Transition System: A Rochester, New York, Case Study.
PUB DATE- Apr 95
NOTE- 51p.

off than women who do not work. Most women are employed in a limited number of occupations and many of these jobs have little autonomy and low pay. Likewise, the lack of career progress and job mobility contribute to women's stress. New programs and education may help to relieve these conditions. While organizations recognize the costs of stress to women, researchers have suggested a wide range of strategies aimed at preventing or eliminating women's experience of work stress. Some of these suggestions include pay and benefit equity for women, elimination of occupational segregation, producing a bias-free job evaluation program, supporting educational opportunities for women, and providing more job flexibility for women and men to better manage work home conflicts. (RJM)

ED 401 497 CG 027 021

Lord, Diane; And Others
The Social and Labor Market Integration of At-Risk Youth. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adjustment (to Environment); Adolescents; *At Risk Persons; Foreign Countries; *Interpersonal Competence; Interpersonal Relationship; Intervention; Secondary Education; *Social Adjustment; Social Development; *Social Integration; Vocational Adjustment; Young Adults; *Youth Problems
IDENTIFIERS- Canada; ERIC Digests

Youth who experience difficulties in personal and social development, often struggle to integrate themselves into society and into the labor market. This digest outlines a model which fosters social and labor market integration for such youth. The model consists of three dimensions: (1) psychovocational; (2) sociopsychological; and (3) sociological. The program helps at-risk youth acquire knowledge attitudes and skills which lead to the development of positive, personal, and vocational identities. The program was used with youth ages 16-24, who were experiencing significant difficulties with social and labor market integration. It consists of 12 modules, taught over a 15-week period. Modules are divided into two sections: personal identity and vocational identity. Data were collected from two pilot tests of the model to address the level of participation during the activities, participant retention, and other measures. Overall, the results indicated that the program has merit with at-risk youth. The combined effects of what is learned both in the modules and the practical experiences in a work setting allowed participants to identify personal and vocational goals. The program had some limitations in that youth who experienced serious personal difficulties were not successful. (RJM)

ED 401 498 CG 027 022

Cahill, Mildred; Martland, Sandra
Counseling Career Drifters. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.

education. Questions addressed in this section are: (1) What should student affairs look like in the mature industry of higher education? (2) In what ways will student affairs need to apply more practiced means of management? and (3) How can the public trust be regained? Contains 44 references. (RB)

ED 401 517 CG 027 543

Counselor's Handbook for High Schools, 1995-96.
PUB DATE- 95
NOTE- 122p.; For the 1994-95 edition, see ED 372 312.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Educational Finance; *Federal Aid; *Financial Aid Applicants; Higher Education; High Schools; *High School Students; *Paying for College; School Counselors; *Student Financial Aid
IDENTIFIERS- Department of Education; Student Financial Contribution

Designed to help high school guidance counselors advise students about financial aid for postsecondary education, this handbook provides information on sources of aid from programs administered by the U.S. Department of Education. The guide is divided into three parts: (1) General Information about Postsecondary Opportunities; (2) The Application Process for Financial Aid; and (3) Filling Out the Free Application for Federal Student Aid. Part One advises the reader on sources of aid, general eligibility requirements for student aid, demonstration of need, and how to choose a school. Part Two discusses the federal role in application processing, how one should apply for aid, how to submit an initial application, how the application is processed, reviewing the Student Aid Report (SAR), and suggestions on making changes to the SAR. The last section offers detailed instructions on how the student should fill out aid applications with tips on outlining educational background, one's plans, student status, household information, income, the simplified needs test, asset information, releases and signatures. Also included is a special supplement targeted toward disadvantaged students that suggests ways to encourage high school students to consider postsecondary education as an avenue to a more rewarding career. Three appendices list further sources of information, state agencies in education, and a glossary of terms. (JBJ)

ED 401 518 CG 027 544

Counselor's Handbook for High Schools, 1996-97.
PUB DATE- 96
NOTE- 101p.; Cover title: "Consumer's Handbook, 1996-97. High School Edition." For the 1995-96 edition, see CG 027 543.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Educational Finance; *Federal Aid; *Financial Aid Applicants; Higher Education; High Schools; *High School Students; *Paying for College; School Counselors; *Student Financial Aid

boys and girls. The book examines specific authors and specific works from the 1840s to the present, focusing on "crossgendering"--men writing about girls and women writing about boys. The chapters are, as follows: Chapter 1--Introduction: Redressing the School Stories, Crossgendering a Genre; Chapter 2--Anxious Proxies and Independent Girls: Charles Lamb and Other Early Men; Chapter 3--The First Tom Brown: Dorothy Kilner and Other Early Women Writers; Chapter 4--Telling Tales about Telling Tales: E.J. May and Other Talebearers; Chapter 5--At Midcentury: Mary Martha Sherwood and Other Transitional Women; Chapter 6--Crossing Gender with Race: Edward Everett Hale and Other U.S. Writers; Chapter 7--Crossing Gender with Ethnicity: Elizabeth Eiloart and Other British Writers; Chapter 8--Sensationalizing the School Story: Ellen Wood; Chapter 9--Domesticating the School Story: Louisa May Alcott; Chapter 10--Engendering the School Story: Julia A. Mathews; Chapter 11--Policing the Borders, Satirizing the State: H.G. Wells and Other Female Impersonators; and Chapter 12--Approaching High Seriousness: D. Wynne Willson and Other Recent Women. Concludes with a list of works cited and an author and title index. (NKA)

ED 401 536   CS 215 536

Stilwell, Rosalee
Developing a Pedagogy of Contraries.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; *English (Second Language); Higher Education; *Ideology; *Student Needs; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Berlin (James); *Deconstruction; Elbow (Peter); Teaching Perspectives

In 1990, Patricia Bizzell suggested that, in the next rhetorical turn of composition research, scholars might begin to find an alternative to the current anti-foundation "smirk of skepticism" that teacher-researchers can agree upon. Bizzell points to the student's need for "usable truths" from a trustworthy authority. But what constitutes a "usable truth" in the composition classroom? One such concept could be developed from the "epistemology of contradiction" that Peter Elbow has been advocating for the past 25 years. In this epistemology, the aim is to teach and keep what D. H. Lawrence called the "trembling instability of the balance" in writing pedagogy. This kind of collaboration among conflicting views creates what Elbow calls the "large-minded dialectic" that seeks to move from rhetorical warfare to rhetorical cooperation. As Elbow points out, holding on to oppositions or "embracing contraries" is hard work. It is easier to do one thing or the other, to believe or to doubt. Bizzell, in her critique of James Berlin's experimental writing class at Purdue University, shows that an open and large-minded dialectic or an embracing of contraries is more effective with students than indirect scripting and false pretenses. The exploration of contraries, finally, has a place in expressivist pedagogies because contraries must be embraced by the individual; it has not been that long since book contains reproducible glossaries containing over 200 literary, genre, book content, and book construction terms, along with removable flashcards, to make reviewing language arts essentials easy, enjoyable, and fun. The book provides game suggestions such as tic-tac-toe and "Jeopardy." The book's literary terms glossary and flashcards include figurative language, creative devices, story parts, skills, and similar expressions related to poetry and prose. The Genre glossary and flashcards cover both content (poetry and prose) and form (fiction and nonfiction). The Book Terminology glossary and flashcards cover book content and construction, with terms ranging in difficulty from simple to advanced. The book's instructions suggest that definitions and examples can be modified by using titles and excerpts students will recognize and that unfamiliar listed examples can be used as springboards to introduce and seek out new titles or pieces. (CR)

ED 401 555   CS 215 563

Sanacore, Joseph
Responding Proactively to the Politics of Language Arts Bashing.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Back to Basics; Curriculum Development; Educational Change; Elementary Secondary Education; Family Environment; *Language Arts; *Parent Participation; *Politics of Education; Skill Development; Whole Language Approach
IDENTIFIERS- *Educational Issues

The education profession as well as the public do not need exposure to more one-sided opinions about the need for academic preschools, about how to generate higher standards, about how poorly United States schools perform as compared to schools in other industrialized nations, and about other potentially volatile issues. In responding to the barrage of criticism aimed at literacy-learning practices, educators have a responsibility of looking at the "big picture." The following suggestions may be helpful: treat parental concerns as serious matters; involve parents in curriculum development; communicate with colleagues across grade levels; encourage quiet time at home; and work cooperatively and congruently with outside tutors and clinics. An educator learned that "sometimes reactive is proactive," by responding to a letter to the editor of "The New York Times" that unjustly criticized a series of articles in the newspaper that presented "a balanced perspective" of whole language practices at a Long Island school district. Students, parents, administrators, teachers, and tutors should work cooperatively to reinforce the perspective that skills are genuinely valued and that they are connected to meaningful contexts during daily instructional practice. (Ten additional proactive suggestions are attached.) (RS)

ED 401 556   CS 215 564

Rubright, Lynn
Beyond the Beanstalk: Interdisciplinary Learning through Storytelling.
PUB DATE- 96
NOTE- 176p.
LANGUAGE- English

The Miscellaneous Studies Division of these Proceedings contains the following 13 papers: "A Trend, Imagined or Real? A Comparative Study of Development Journalism and Public Journalism" (Jiafei Yin); "Investigative Reporting about Minorities in America" (Tim Gallimore and Lillian Dunlap); "A Defining Moment: Who Says What about Public Journalism" (Sally McMillan and others); "Stamping the Documents: The Rise of the Security Classification System" (David H. Morrissey); "GLAAD to Be Gay: A Survey of the Media Activist Strategies of the Gay and Lesbian Alliance against Defamation" (Jack Banks); "Do Vivid and Pallid News Portrayals of Political Expression Influence Political Tolerance?" (Catherine A. Steele and others); "The Impact of Political Efficacy and Media Use on Political Participation during the 1992 Presidential Election Campaign" (Huiping A. Huang); "Market Segmentation: How Does a U.S. Company Segment in Overseas Markets?" (Lalida Silpacharn); "Assessing Diversity in Broadcast Syndication" (Philip M. Napoli); "Crime and Agenda-Setting, 1988-1995" The Relationships among the President, the Press, and the Public" (Patrick M. Jablonski and William J. Gonzenbach); "Newspaper Ownership and Publisher Autonomy: A Ranking of the Chains" (Martha N. Matthews); "Beyond the Principle of Relative Constancy: Determinants of Consumer Mass Media Expenditures in Belgium" (Michel Dupagne); and "The Business of Newspaper Companies: Are Newspapers Part of That Future?" (Karen Cristiano). Individual papers contain references. (NKA)

ED 401 573   CS 215 582

Lipman, Joel
Beginning at the Beginning: The Alphabet's Origins as the Foundation for Interdisciplinary Writing Instruction.
PUB DATE- Oct 96
NOTE- 9p.; Paper presented at the Annual Conference on Liberal Arts and Education of Artists (10th, New York, NY, October 16-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alphabets; Higher Education; *Interdisciplinary Approach; Writing Instruction; *Written Language
IDENTIFIERS- Alphabetic Writing; Bauhaus; *Language Evolution; *Typeface; Typography; Visual Communication

The origins of written language and the study of the alphabet's evolution from pictographic icon or glyph to phonetic, syllabic code are fundamental to the study of writing. Electronically-generated typographies have reawakened interest in letterforms, alphabets, typefaces, and the physical arrangement of words on the page. Fonts, a word that languished within the typographer's specific lexicon during centuries of cold type, has emerged as a term of the desktopper's common parlance, and a click of a mouse chooses or manipulates a typeface. The development of alphabets form their iconographic and ideographic, presyllabic, embryonic origins through fanciful display types of the 19th century provided a foundation for an interdisciplinary (Art/English) course in Visual Language. The curricular model of the Bauhaus school of art and design shapes an instructor's ideas of presenting the course that covered both the basic origins and increasingly complex interrelationships of visual language. The fusion of craft, art, and technology that resounds through the philosophy and design achievements of the Bauhaus is achieved in the composition and text of Paul Klee's "Pedagogical Sketchbook."

scales tied to specific tasks such as those used in Alberta, Canada, and Kansas serve as examples of qualitative assessments of student performance. Use of published instruments can save money and often have proven validity and reliability, but it is unlikely that published instruments will exactly fit locally developed standards for student performance. (Contains 20 references and 4 tables.) (RS)

ED 401 592   CS 509 386

Fenton, Ray
AMTC: Assessing Motivation To Communicate in the Ninth Grade Speech Class.
PUB DATE- 26 Nov 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Skills; *Computer Uses in Education; Grade 9; High Schools; Measures (Individuals); *Self Evaluation (Individuals); *Speech Communication; *Student Motivation; Student Participation
IDENTIFIERS- Alaska (Anchorage); Personal Report of Public Speaking Apprehension; Self Assessment Questionnaire; Willingness to Communicate

A study examined the results of the use of the "Assessing Motivation To Communicate" (AMTC) computerized program with high school students in Anchorage, Alaska, during the 1995-96 school year. The AMTC consists of two self-assessment instruments: the Personal Report of Communication (PRCA-24) and the Willingness to Communicate (WTC). Four department heads and seven teachers participated. Results in student assessments returned by 79 students indicated that 100% found the computer program easy to use and (PRCA-24, 85% and WTC 100%) could respond to all the questions; 89% felt they had enough personal experience to respond to the PRCA-24; and all felt that they had enough personal experience to respond to the WTC. In addition, 68% who took the PRCA-24 and 50% of those who took the WTC felt that their score really reflected their true feelings; 42% did not share their PRCA scores and 40% did not share their WTC scores with teachers, although 68% and 59%, respectively, shared the scores with other students. Results revealed that 31% felt they had a problem with communication apprehension and all but one indicated they had some help with this from their teacher. Results also revealed that most students felt that taking the test was worth their time and that the AMTC should be included for beginning students. (CR)

ED 401 593   CS 509 387

Rice, H. William
Derrida Meets IBM: Using Deconstruction To Teach Business Communication Students.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual AGLS Conference (Daytona Beach, FL, October 24-26, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

IDENTIFIERS- *Virginia

Women outnumber men in school-administration graduate programs and in the teaching ranks of American public schools; however, women continue to be underrepresented in the superintendency. This paper presents findings of a study that identified the personal and professional characteristics of Virginia's first women superintendents. Data were derived from interviews with an unspecified number of female superintendents. Findings show that the women began their careers as teachers, did not originally seek the superintendency, and stayed in the classroom longer than their male counterparts. Women spent more time obtaining a variety of educational experiences than most of their male colleagues. They followed self-determined routes to the superintendency rather than a hierarchical career path. They utilized the following strategies: (1) Set clear and specific career goals; (2) use a variety of strategies to overcome perceived internal and external barriers to advancement; (3) use mentors effectively; and (4) consult one's own attitudes and ideas about the superintendency. (LMI)

ED 401 613 EA 028 044

Cibulka, James G.; Derlin, Roberta L.
State Educational Performance Reporting Policies in the U.S.: Accountability's Many Faces.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Policy; Elementary Secondary Education; *Evaluation Criteria; *Performance; Policy Formation; Politics of Education; *State Standards

In recent years, attention to educational reform began to focus on state-level governance and policy. This paper presents findings of a study that examined continuity and change in state-level Performance Reporting (PR) policies in the United States, particularly their relationship to education reform. The paper provides a brief history of pressures for accountability in public education, a review of impediments to the success of performance reporting, and an examination of the overall trends in the data and the most important issues surrounding PR as a policy. Data were obtained from telephone interviews with state education officials from 48 states and a review of state PR documents. The study concludes that PR has become deeply imbedded in state educational policy systems, due to pressures for increasing accountability. However, numerous impediments have prevented PR from becoming an important driver of education reform in many states. Typically, PR has not yet become fully integrated into a system of coherent state education reform policies. The paper concludes with a discussion of PR as: (1) an isolated or interlocking policy tool; (2) external accountability or internal improvement; (3) contextually driven data or prescribed data; (4) a comprehensive or selective performance indicators system; and (5) an equity tool. (Contains 26 references.) (LMI)

ED 401 614 EA 028 045

Williams, Marium T.; And Others
A Model of Statewide Collaboration in Administrator Preparation: The Aspiring Principal's Program in Southeast Kentucky.
PUB DATE- 96

student problems than did district-level administrators. On the other hand, district administrators spent more time with school-routine-related decisions than did principals, and principals spent more time with these decisions than did assistant principals. Principals and assistant principals dealt primarily with concerns related to student services and human relations, while district administrators were involved most frequently with personnel and education-management decisions. Overall, the participants felt that they had a considerable degree of control over their decisions, and that they encountered well-structured problems on a repeated basis. In general, they were able to relate the problems to their school districts' and schools' visions. (Contains seven end notes.) (LMI)

ED 401 631 EA 028 075

Achilles, C. M.; Hoover, S. P.
Problem-Based Learning (PBL) as a School-Improvement Vehicle.
PUB DATE- Aug 96
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (50th, Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; *Educational Improvement; Elementary Secondary Education; Faculty Development; Higher Education; *Participative Decision Making; *Problem Solving; *Staff Development; Teacher Workshops; Theory Practice Relationship

Problem-based learning (PBL) has gained credibility and some use in institutions of higher education. This paper provides a brief conceptual discussion of PBL and the idea of "problem," and describes one learning model that incorporates PBL as a method for moving students to high levels of learning. The second portion of the paper describes one attempt to use PBL in three middle schools and one high school, with a focus on teacher training and teachers' feedback on the program. Teachers reported that students lacked adequate social skills needed to process group work efficiently and effectively, and that girls tended to participate in group work more than did boys. Teachers also felt bound by the time demands of the program. However, PBL was an effective model for addressing varied learning styles, improved general classroom behavior, and made teacher-learning experiences more exciting. A conclusion is that PBL might not be the complete answer to school improvement; however, it permits flexibility, encourages communication and mutual respect, and showcases students' talents. Two tables are included. The appendices contain a summary of Getzels' three problem types, a matrix depicting change-process levels, and a summary of teachers' feedback. (Contains nine references.) (LMI)

ED 401 632 EA 028 078

Knox, Rodney F.
The School Personnel Administrator.
PUB DATE- 2 May 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-

system on top of an already entrenched hierarchy, and divided loyalties between agencies and team members. Consensus on what systems change means is not enough to accomplish systems change. Further, transferring authority does not guarantee change. Support mechanisms that ensure a linkage between policy goals and policy outcomes are needed. The integrated-systems approach today places more emphasis on efficient coordination than on meeting the needs of children and families. (LMI)

ED 401 651 EA 028 105

Ropers-Huilman, Becky; Smithmier, Angela
Multiple Expectations of Community-Based Collaboration: Lessons for Systems Change from Inside-Out.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Decentralization; *Integrated Services; Organizational Change; Organizational Objectives; Qualitative Research; Role Conflict; *School Community Programs; Social Services; *Social Workers; *Systems Analysis

Some of the provocative issues regarding integrated-service efforts arise from questions about how professional service providers are to go about the business of integrating services. This paper presents findings of a study that examined how street-level bureaucrats negotiate boundaries between the community in which they work and the agencies that employ them. The Community-Based Collaborative for Families (CBCF) is a pseudonym for a neighborhood-based, school-linked services model set in a medium-sized midwestern city. Since 1992 the study examined interactions between the CBCF and two low-income neighborhoods. Interviews were conducted with agency and school administrators, team members, residents, and school-community liaisons; observation; and document review. The study examined how CBCF teams negotiated the boundaries between two positions that were inherently in tension with one another: their "outside" expert status and their status of "inside" service provider. Residents and agency administrators held varied expectations for the CBCF's functioning, while team members themselves differed in their approaches to working with both residents and administrators. Team members shifted their positions or statuses regularly with an awareness of the contexts in which particular decisions and actions were situated. The paper also describes how team members achieved successes despite the contradictory demands. The lessons for systems change from the bottom up point to the promise of communication mechanisms across and within community and agency boundaries; of mechanisms for reflective practice; and of multiple understandings and mutual support. (Contains 14 references.) (LMI)

ED 401 652 EC 304 621

Inclusion: An Annotated Bibliography. Supplement.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 64p.; For the original bibliography, see ED 372 573. For the 1995 supplement, see ED 387 960.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Economically Disadvantaged; Educational Policy; Elementary Secondary Education; Evaluation Methods; *Gifted; Informal Assessment; Measurement Techniques; *Rural Areas; Rural Education; Surveys; *Talent; Talent Identification; Technical Assistance
IDENTIFIERS- Kentucky

This technical assistance handbook contains information on identifying Kentucky gifted students, including gifted students who live in rural areas or who are economically disadvantaged. Included in the handbook are: (1) recommendations for ensuring equity in the identification and assessment process; (2) a draft of a school district policy on identification procedures; (3) definitions of giftedness listed in state regulations; (4) a chart showing recommended procedures for informal primary talent pool identification; (5) a chart showing recommended procedures for formal identification of grade 4-12 students; (6) charts providing information on assessment instruments for measuring general intellectual aptitude, behavior characteristics and creative behaviors, general and specific academic achievement, and self-concept; and (7) suggestions for teacher identification of gifted students. Appendices, which make up the bulk of the document, include surveys for adult community members, parents, and teachers to identify gifted students; suggestions for parents in developing their child's gifts; a primary portfolio talent guide for portfolio assessment; a table showing the characteristics of rural gifted students and disadvantaged rural gifted students; behavior rating instruments; an outline for curriculum differentiation in different content areas; and a description of standardized instruments used in the identification of gifted students. (CR)

ED 401 670 EC 305 160

Peniston, Lorraine C.
Study Skills and Critical Thinking Curriculum for Adolescents in a Psychiatric Treatment Center.
PUB DATE- 21 Nov 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Critical Thinking; *Curriculum Development; *Emotional Disturbances; Psychiatric Hospitals; Secondary Education; *Study Skills; *Thinking Skills

This report discusses the need to teach critical thinking and study skill strategies to improve the problem-solving ability, study habits, and knowledge of subject content to students in psychiatric treatment centers. The report asserts that this type of curriculum will assist students in comprehending new information and utilizing thinking skills to overcome everyday obstacles. Study strategies described include: (1) "SQ3R" (survey, question, read, recite, review); (2) paraphrasing; (3) guided questioning or self-questioning; (4) heuristic problem-solving (approaching a problem, understanding the problem, and arriving at a solution to the problem); (5) keyword method (the student is asked to associate an abstract word with a concrete word that sounds like it and use this information to create the new image to recall); (6) pegword method (memorizing a list of words that can be recalled readily and linking these words with print materials, and computers with voice output capabilities; (4) math assistance through use of color coding of columns, hand-held talking calculators, and special-feature calculators; (5) reading assistance through use of optical character recognition systems with speech synthesis, books on tape, and online services; and (6) written language assistance through use of spell checkers, grammar checking and proofreading programs, and speech-to-text programs. Also briefly covered is use of technology to foster independence, the multimedia approach, use of telecommunications for distance learning, and sources of various services and resources. (DB)

ED 401 687   EC 305 178

The Adult ESL Literacy Student and Learning Disabilities.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Auditory Training; English (Second Language); *Learning Disabilities; *Limited English Speaking; *Literacy Education; Student Characteristics; Tactile Stimuli; *Teaching Methods; Visual Learning

This guide for literacy teachers of limited English speaking adult students provides an overview of learning disabilities (LD) and suggests techniques that have been found effective with such students. The importance of understanding the student's background is stressed and a series of interview questions is suggested to elicit information about the student's educational, cultural, and health background as well as the student's current situation. Common characteristics of learning disabilities definitions are listed along with typical characteristics of students with learning disabilities. Suggested teaching techniques are organized into a listing of general principles of instruction (such as teaching new concepts concretely with examples and relating new material to daily life), techniques for students having visual learning problems (such as using visual aids to track student progress), techniques for students having auditory learning problems (such as reinforcing main ideas through rephrasing rather than verbatim repetition), and techniques for tactile kinesthetic learning (such as tracing letters and acting out stories). (Contains 10 references.) (DB)

ED 401 688   EC 305 179

Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools.
PUB DATE- 96
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; Assistive Devices (for Disabled); *Civil Rights Legislation; Communication Aids (for Disabled); *Compliance (Legal);

Questionnaire" (Thomas E. Murray); "Differences: A Diary Entry"--concerning structuralism and deconstruction (John Verhaar); "Reflections on Isthmus Zapotec Inflection" (David Weber); "The Category 'Irrealis' in Papuan Medial Verbs" (John R. Roberts); "Language Underived: A Diary Entry" (John Verhaar); "Validity and Reliability in Language Survey Testing" (Barbara F. Grimes); "Recent Developments in CECIL"--concerning an accoustic software and hardware package (Geoffrey Hunt); "On the Motivation for Feature Geometry"--on a branch of phonology (Steve Parker); and "Mapping Semantic Relationships in the Lexicon Using Lexical Functions" (Charles E. Grimes). Each issue is prefaced by comments by David Payne, and each contains, in addition to the articles, some or all of the following features: "Remarks and Replies"; "Reports"; "Reviews"; and "Announcements." (LR)

ED 401 707 FL 022 950

Bender, M. Lionel
Testing Multilateral Comparisons in Africa.
PUB DATE- 5 Jan 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Linguistic Society of America (69th, New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Evaluation Criteria; Evaluation Methods; Foreign Countries; *Language Classification; *Language Research; Linguistic Theory; Logical Thinking; Research Methodology; *Statistical Analysis
IDENTIFIERS- *Africa

In this paper, the multilateral comparison method of classifying languages is described and analyzed. It is suggested that while it is espoused as a simple and reasonable approach to language classification, the method has serious flaws. "Multilateral" or "mass" comparison (MC) is not a method of genetic language classification, but a pre-theoretical step preceding comparative/historical reconstruction. MC classification of languages into different families is based on discovering words in different languages that are similar in sound and meaning. Refutation of the method is based largely on statistical analysis of the probabilities of arriving at correct answers, using a test found reliable in several previous studies. In this case it is applied to a genetic classification of African languages. Criticisms focus on errors, uneven documentation, and data not supporting the findings. Several reasons are offered for the good results obtained despite flawed data and analysis, with examples provided from East Sudanic and Nilo-Saharan analyses. Contains 17 references. (MSE)

ED 401 708 FL 023 154

Curry, Page; Luque-Ekrich, Maria
Beyond Manana: Other Aspects of the Concept of Time in Hispanic Societies as Seen in Celebrations and Activities throughout the Year.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the Central States Conference on Foreign Language Teaching (1995). Photographs may not reproduce clearly.
LANGUAGE- English

Northern-Central Thai Dictionary. Revised Edition.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- Thai; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Alphabets; Definitions; Foreign Countries; Language Patterns; *Language Variation; *Regional Dialects; *Second Languages; *Thai; *Uncommonly Taught Languages; *Vocabulary; Volunteer Training
IDENTIFIERS- *Peace Corps; Thailand

The dictionary for the Northern-Central variety of Thai is designed as a reference for use by Peace Corps volunteers assigned to northern Thailand. An introductory section gives an overview of the dictionary's content and design and of the use of the Central Thai alphabet (the old Northern alphabet is rarely used). Most of the words included are functional vocabulary. Each entry includes the Thai word, an English translation, and the usage illustrated in a sample sentence written in Central Thai script. (MSE)

ED 401 730 FL 024 218

Kaewkhao, Uthai; Kiatboonyarit, Tawan
Central Southern Thai Dictionary.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- Thai; English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; Foreign Countries; Language Patterns; *Language Variation; *Regional Dialects; *Second Languages; Spelling; *Thai; Tone Languages; *Uncommonly Taught Languages; Volunteer Training; Written Language
IDENTIFIERS- *Peace Corps; Thailand

The dictionary for Central to Southern varieties of Thai is designed as a reference for use by Peace Corps volunteers assigned to southern Thailand. An introductory section gives an overview of the dictionary's content and design and some notes on tone patterns and spelling variation in the Central and Southern varieties. Most of the words included are functional vocabulary, and the usage is illustrated in a sample sentence written in Central Thai script. Contents of the dictionary are entirely in Thai. (MSE)

ED 401 731 FL 024 219

Lamjaimer, Rashid
Tashelheet: A Competency-Based Curriculum, Beginning & Intermediate Students.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English; Tashelheet
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- African Languages; *Berber Languages; Competency Based Education; Conversational Language Courses; *Cultural Awareness; Cultural Education; Foreign Countries; *Grammar; Interpersonal Communication; Introductory Courses; Language Patterns; Nouns; Second Language Instruction; *Second Languages; Sociocultural Patterns; Tenses (Grammar); *Uncommonly Taught Languages; Verbs; Vocabulary Development; Volunteer Training

English grammatical constructions and vocabulary used most frequently in computer science discourse. The last analysis revealed 22 different kinds of writing within the field with four primary functions: to obtain approval or resources; organize information for efficient access; generate new information; and disseminate new information. Relevant writing genres for these functions were selected, including dialogues, object descriptions, narratives, process descriptions, and abstracts and bibliographies. Specialist, non-specialist, and high-frequency vocabulary and problematic grammatical constructions in computer science were also identified. Instructional activities were constructed using this information. (MSE)

ED 401 752 FL 024 249

Liaw, Meei-Ling
Communicative Devices Used by EFL Students in E-Mail Writing.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication Skills; *Communicative Competence (Languages); Comparative Analysis; Discourse Analysis; *Electronic Mail; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; *Language Patterns; Language Usage; Native Speakers; Oral Language; Second Language Learning; Teacher Education; Written Language
IDENTIFIERS- Taiwan

A study investigated the communication strategies used by students of English as a Foreign Language (EFL) in electronic mail interactions with native speakers of English. Subjects were 22 university students in Taiwan paired with a like number of pre-service EFL teacher trainees in the United States. The discourse of 87 e-mail entries by the Taiwanese students was analyzed over a period of a year, focusing on communicative strategies (avoidance/reduction, achievement/compensatory, time-gaining/stalling devices) and interactive speech acts (questions and answers, statements and imperatives, discourse management). The mean entry length was 13 sentences. It was found that the EFL students used most of the communication strategies commonly found in oral communication, including approximation, literal translation, foreignizing, asking for help, using all-purpose words, using fillers, circumlocution, word coinage, and nonlinguistic means. The students showed active participation in the correspondence by using a variety of interactive speech acts. An additional device noticed was purposeful choice of discussion topics of common interest. Use of time-gaining devices was an unanticipated finding. Findings were borne out in students' essays about the experience. Contains 30 references. (MSE)

ED 401 753 FL 024 250

Bjerstedt, Ake, Ed.
Multicultural Education: Bias Awareness, Empathy, and Transcultural Identities. A Selective Bibliography. Reprints and Miniprints No. 830.
PUB DATE- Mar 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

planning at the state level. First, highlights are identified in the areas of: enhancements, a new state technical college, Missouri Student Loan Program innovations, performance funding, and a new blueprint for higher education. An introductory section gives an overview of the state's higher education system, including a list of institutions, admissions, undergraduate degrees, performance on national tests in general education and major fields, and job-relatedness of education. A section on higher education finance outlines the state appropriation process and the appropriations totals and requests for FY 1997, and FY 1997 capital improvement requests for four-year institutions. A section on statewide planning and coordination presents data on state-level planning policy, establishment of a new college, academic program actions, out-of-district course offerings, institutional initiatives, campus-based program reviews, implementation of state core curriculum requirements, a survey of current students, science and mathematics education legislation, a report on international graduate teaching assistants, a state-level planning initiative, enrollment trends and degrees conferred. Missouri student financial assistance programs and a teacher scholarship program are summarized in the next section. Two brief concluding sections describe the proprietary school certification program and recent state higher education legislation. (MSE)

ED 401 774 HE 029 607

Miller, Michael T.
The Faculty Forum: A Case Study in Shared Authority.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Case Studies; *College Faculty; *College Governing Councils; *Faculty College Relationship; *Governance; Group Dynamics; Higher Education; *Participative Decision Making; *Power Structure; Program Descriptions; Program Effectiveness; Schools of Education; Teacher Attitudes; Teacher Participation; Universities
IDENTIFIERS- *University of Alabama

The faculty governance body in the College of Education at the University of Alabama is described. Analysis of archives resulted in the identification of four areas of authority in which faculty shared: participation in meetings, agendas, voting behavior, and issues considered by the body. Data revealed that generally half of all faculty, regardless of rank or tenure status, participated in the formal governance activity, and that the majority of issues voted on focused on organization self-perpetuation. Several measures that are particularly sensitive in the current higher education climate were introduced in this arena. Emphasis was placed on dissemination of important information to faculty. The conclusion is drawn that the governance body provides a valuable forum for faculty to speak and be heard by administrators throughout the college. (Author/MSE)

ED 401 775 HE 029 608

Lewis, Lionel S.
Marginal Worth: Teaching and the Academic Labor Market.
PUB DATE- 96

resources, of limitless exchange and interconnection, is seen as the preferred road. To test these theories in the SUNY system, three objectives are defined: installation of a statewide information network, reconceptualizing how technology is being used, and converging instructional modes. But irrespective of any changes, the university must continue to maintain its central values. (CH)

ED 401 792 HE 029 639

Seldin, Peter
The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions. Second Edition.
PUB DATE- 97
NOTE- 269p.; For previous edition, see ED 334 936.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Decision Making; Evaluation Methods; Faculty Development; *Faculty Evaluation; *Faculty Promotion; Higher Education; Instructional Improvement; *Portfolios (Background Materials); Self Evaluation (Individuals); Teaching (Occupation); *Tenure
IDENTIFIERS- *Teacher Portfolios

This book examines the teaching portfolio approach to evaluating classroom performance of college instructors. It notes that an estimated 1,000 colleges and universities in the United States are now using or experimenting with portfolios, and that this approach, called a "teaching dossier" has been in use in Canada for 20 years. Key issues, warnings, and benchmarks for success of the portfolio approach are identified. The book distinguishes between the composition and use of portfolios for personnel decisions and for teaching improvement. A detailed plan for institutional implementation is given and there is discussion of how different institutions use portfolios with lists of possible portfolio items. A detailed guide for faculty use in compiling and updating portfolios includes annotations and descriptions of each component. There is a discussion of the use and presentation of electronically augmented teaching portfolios, including the advantages and disadvantages of this format which may include electronic mail, animations, simulations, or videoclips using various media including sources from the Internet and media such as CD ROM. Discussion of the personal use of a portfolio to gain feedback shows how it can be used to improve individual teaching performance. Included are 23 actual teaching portfolios from various disciplines at 14 institutions. (JLS)

ED 401 793 HE 029 640

Roth, John K., Ed.
Inspiring Teaching. Carnegie Professors of the Year Speak.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *College Instruction; Faculty Workload; Higher Education; Personal Narratives; *Professional Recognition; Teacher Attitudes; *Teacher Characteristics;

quality culture of continuous improvement based on a self-critical collegiate group. Although there are similarities among ISO9000, TQM, and the new collegialism, the report concludes that ISO9000 and TQM both fail to address the participatory, interactive nature of higher education. It maintains that the new collegialism adopts a transformative notion of quality that embraces process and change rather than adherence to a static specification of a product. (Contains approximately 220 references.) (MDM)

ED 401 811 HE 029 659

Reasinger, Renne; Brownlow, Sheila
Putting Off until Tomorrow What Is Better Done Today: Academic Procrastination as a Function of Motivation toward College Work.
PUB DATE- Mar 96
NOTE- 28p.; Poster presented at the Annual Meeting of the Southeastern Psychological Association (42nd, Norfolk, VA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; *College Students; Higher Education; *Incentives; Locus of Control; *Personality; *Self Motivation; *Student Motivation
IDENTIFIERS- Perfectionism; *Procrastination

This study examined the relative impact of intrinsic and extrinsic motivation and personality variables on procrastination behavior of college students. A total of 96 undergraduates completed the Procrastination Assessment Scale-Students, the Multidimensional-Multiattributional Causality Scale, the Brief Fear of Negative Evaluation Scale, the Work Preference Inventory, Burns' Perfectionism Scale, and the Locus of Control Scale. Multiple regression analyses of the results found that lack of extrinsic motivation, perfectionism, and an external attributional style all predicted the tendency to procrastinate. On the other hand, low procrastinators were motivated by both external and internal factors more than high procrastinators, while high procrastinators put off tasks due to aversion. Students with low intrinsic motivation made attributions to context and luck, particularly when they succeeded, while students with higher levels of intrinsic motivation made attributions to ability and effort for success, and effort for failure. Lack of extrinsic motivation contributed to procrastination for all students. (Contains 40 references.) (MDM)

ED 401 812 HE 029 660

Gnagey, William J.; Potter, Kirsten I.
The Effects on Learning, Course Evaluation, and Team Evaluation of Changing STAD Teams at Midterm.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; *Cooperative Learning; Course Content; *Course Evaluation; Educational Psychology; *Grouping (Instructional Purposes); Heterogeneous Grouping; Higher Education; *Peer Evaluation; Peer Teaching; Teamwork
IDENTIFIERS- *Student Teams Achievement Divisions

system faculty. The study concludes that the disproportionate number of women with temporary appointment status accounts for the fact that faculty women have a higher turnover than faculty men. (PRW)

ED 401 831 HE 029 681

Ajayi, J. F. Ade; And Others
The African Experience with Higher Education.
PUB DATE- 96
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; African Culture; *African History; Colonialism; *Developing Nations; Educational Change; Educational History; Educational Trends; Foreign Countries; *Higher Education; Institutional Autonomy; *Institutional Mission; Politics of Education; Trend Analysis; *Universities
IDENTIFIERS- *Africa; Association of African Universities (Ghana)

This book covers the history and politics of higher education in Africa south of the Sahara, as well as contemporary issues, problems, and weaknesses of African universities. The need for a new look at the mission of the university in the 21st century is also addressed. Chapters cover the following topics: (1) higher education in Africa before 1900; (2) colonialism and higher education; (3) decolonization and higher education, 1945-1960; (4) the politics of independence and higher education, 1960-70; (5) the formation, development, and programs of the Association of African Universities; (6) higher education and African development in the 1970s and 1980s; (7) the problems of the 1990s (such as diminishing financial resources, access and equity, and campus politics; (8) special issues (such as academic freedom and university autonomy, effectiveness and efficiency, and university governance); (9) the mission of the African university; (10) new expectations and reorientations (such as science and technology, postgraduate education, regional cooperation, and gender discrepancies); and (11) outreach. Appendices contain a "Handbook on Academic Freedom and University Autonomy" and "Code of Conduct for Academics." (Contains approximately 200 references.) (PRW)

ED 401 832 HE 029 682

State University of New York Use of Advance Accounts. Report 95-S-128.
PUB DATE- 4 Nov 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Finance; *Financial Audits; *Higher Education; Money Management; Program Evaluation; State Universities
IDENTIFIERS- *State University of New York

This audit report examines the use of advance accounts for small purchases by the State University of New York (SUNY) campuses and the Central System Administration Unit's Business Office. It notes that, in addition, SUNY uses the Quick Pay voucher process to pay many of its small expenses. The audit found that funding levels for advance accounts should be reduced and that the majority of advance accounts may no longer be necessary, due to the utilization of other funding mechanisms such as references.) (YLB)

ED 401 395 CE 072 880

Fenwick, Tara J.
Limits of the Learning Organization: A Critical Look.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Educators; Educational Practices; *Education Work Relationship; Employment Practices; Foreign Countries; *Lifelong Learning; Organizational Change; *Organizational Development; *Organizational Effectiveness; *Organizational Objectives; *School Business Relationship; State of the Art Reviews; Teacher Role; Total Quality Management; Trend Analysis
IDENTIFIERS- Canada; *Learning Organizations

The development of the "learning organization" may be traced to three converging trends: the tradition of organizational development; economic shifts to globalization, deregulation, and information-based industry; and total quality management. Learning organizations are generally characterized as follows: organizations that create continuous learning opportunities, promote inquiry and dialogue, encourage collaboration and team learning, establish systems to capture and share learning, empower people toward collective vision, and connect with the organizational environment. Empirical research documenting the implementation of learning organization concepts in Canada remains sparse. Despite the rhetoric regarding the potential benefits of learning organizations, several problems and paradoxes of learning organizations have been identified: the potential collision of continuous learning through exploratory experimentation and innovation with organizational norms of productivity, accountability, and results-based measurement. The following are among the actions that adult educators might take to become part of the learning organization vision: ask critical questions about the basic assumptions of the learning organization concept; teach learning theory to business and other sectors; help clarify the links between organizational and individual learning; produce/analyze empirical documentation of learning organizations; and rethink the adult educator's ethical role in workplace learning. (Contains 56 references.) (MN)

ED 401 396 CE 072 882

Boice, Mike; And Others
Out of Sight, Out of Mind? Barriers to Participation in Rural Adult Education.
PUB DATE- 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; Case Studies; Differences; *Economic Factors; *Educational Opportunities; Educational Trends; Foreign Countries; National Surveys; *Politics of Education; Regional Characteristics; *Rural Education; Social Problems; Womens Education
IDENTIFIERS- *England

This document contains the following papers, which were developed during a project in which barriers to participation in adult of autonomous or self-directed learning is firmly entrenched in contemporary thinking about adult education. Postmodern views of how identity, or the "self," is shaped are appealing because they offer an explanation of how social structures become embedded in individual identity, while pointing to the potential for psychological resistance. Second, the adult education literature has placed a great deal of emphasis on the importance of establishing an appropriate "adult" teacher-learner relationship. Although the humanistic approach to the adult teacher-learner relationship may be criticized for its neutrality, the postmodern approach is open to the charge of indifference in the sense that it is not prepared to privilege any particular position. Third, the importance and centrality of experience as a foundation for adult education practice is widely accepted. The idea of learning from experience certainly contains postmodern tendencies especially if learners are seen as the principal producers of knowledge through immersion in practice. Elements of the postmodern condition are certainly present in adult education pedagogy. What is unclear is whether postmodernism is the best way to describe these ideas and practices. (Contains 17 references.) (YLB)

ED 401 413   CE 072 904

Kim, Ki Su
West in East and Vice Versa, or Globalization in Adult Education.
PUB DATE- May 96
NOTE- 13p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Cultural Context; Educational Development; Educational Philosophy; Foreign Countries; *International Cooperation; *International Relations; Modernism; *Non Western Civilization; *Western Civilization
IDENTIFIERS- *Postmodernism

In terms of their unique views of education, and adult education in particular, the question is what East and West can learn from each other. It can be answered by qualifying and clarifying three assumptions: (1) there are certain modernist and postmodernist perspectives that differ from each other and have different impacts upon education; (2) the two worlds exist distinctly, operate separately, and embrace differing views of education; and (3) the two worlds can enter into some kind of transaction to give and take some of their educational views to each other's benefit. Regarding the first assumption, the postmodernist writers Lyotard and Foucault have criticized the totalizing logic of modernism; they suggest multifaceted, plural discourse as an alternative. Regarding the second assumption, East and West can be qualified in terms of the latter's modernist expansion. East in this analysis is a relative concept, the content of which changes as the East-West relationship develops. As to the third assumption, attention is drawn to the phenomenon of globalization, in which the problems of the West become increasingly infused into the discursive veins of the East. The West's modernizing experience can provide valuable lessons for Eastern adult educators in coping with their newly arising problems, whereas Western adult educators can find in the Eastern phenomena important hints for charting their ways to a stable postmodern condition. (Contains questionnaires). Of the respondents, 53% took early retirement voluntarily, 31% said their retirement was partly voluntary, and 15% felt coerced into early retirement. At their time of retirement, only 28% of the respondents planned to find another job. Over time, however, 47% had looked for another job. Of those individuals, 49% found a job they considered satisfactory, 16% found a job with which they were not satisfied, and 34% found no job. Ninety-two percent of the respondents were receiving a company pension, and 63% reported income from savings/investments. Approximately two-thirds of the respondents had received some advice/support from the organization from which they were retiring. When asked how they regarded their early retirement in retrospect, 69% of the respondents considered it a good thing, 25% considered it tolerable, and 14% considered it a disaster. (Contains 24 tables and 16 references.) (MN)

ED 401 431   CE 072 924

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 1: Executive Summary, of a 15-Volume Set of Skills Standards and Curriculum Training Materials for the Precision Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 111p.; For other volumes in this set, see CE 072 925-938.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; Competency Based Education; Computer Assisted Manufacturing; Consortia; Curriculum Development; *Entry Workers; *Job Skills; Job Training; *Machinery Industry; Machine Tool Operators; *Machine Tools; Manufacturing Industry; *Metal Working; Postsecondary Education; *Standards

The Machine Tool Advanced Skills Technology (MAST) consortium was formed to address the shortage of skilled workers for the machine tools and metals-related industries. Featuring six of the nation's leading advanced technology centers, the MAST consortium developed, tested, and disseminated industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. The project brought together the centers at six two-year colleges: Texas State Technical College, Augusta Technical Institute (Georgia), Itawamba Community College (Mississippi), Moraine Valley Community College (Illinois); San Diego City College (California), and Springfield Technical Community College (Massachusetts), representing states having about one-third of the machine tool and metals-related manufacturers in the country. Other partners included college affiliates, national laboratories, secondary schools associated with the colleges, and professional associations. During the project, questionnaires identifying industry-specific skills, coordinated with SCANS (Secretary's Commission on Achieving Necessary Skills) standards, for entry workers in 15 metals-industry occupations were developed and validated through a mailing to 3,216 small- and medium-sized manufacturers within the 6 geographic regions of the centers. The project found that metals-industry workers were older and few had training beyond high school. Recommendations included national implementation of the standards through the curriculum that was developed and pilot tested during the project. (This

Industry; Metal Working; *Numerical Control; Postsecondary Education; *Technical Education

IDENTIFIERS- *Computer Integrated Manufacturing

This document is intended to help education and training institutions deliver the Machine Tool Advanced Skills Technology (MAST) curriculum to a variety of individuals and organizations. MAST consists of industry-specific skill standards and model curricula for 15 occupational specialty areas within the U.S. machine tool and metals-related industries. This volume provides the MAST standards and curriculum for the automated equipment technician (computer-integrated manufacturing, CIM) specialty area. It is organized in the following sections: (1) a profile of San Diego City College, the development center that produced these standards and curriculum; (2) an automated equipment technician competency profile of job duties and tasks; (3) a technician duty, task, and subtask outline; (4) a course curriculum outline and course descriptions; (5) a technical workplace competencies and course crosswalk; and (6) a Secretary's Commission on Achieving Necessary Skills (SCANS) proficiencies course crosswalk. Individual syllabi for the following courses are provided: Manufacturing Metrics and Calculations; Teamwork Skills; Print Reading and Symbology; Manufacturing Processes; Industrial Programming Theory; Industrial Electronics/Electricity; Motion Control/Servo Systems; Fluid Power Technology; Programmable Logic Controllers; Industrial Machine Technology; and Flexible Manufacturing Systems/Robotics. Components of each syllabus are as follows: lecture, lab, and credit hours; course description; prerequisites; course objectives; required course materials; method of instruction; course objectives: technical competencies; and course objectives: SCANS competencies. Appendixes contain the individual competency profiles for each company surveyed by the MAST development center and narrative of the pilot program for this occupational specialty. (YLB)

ED 401 445 CE 072 938

Machine Tool Advanced Skills Technology (MAST). Common Ground: Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries. Volume 15: Administrative Information, of a 15-Volume Set of Skill Standards and Curriculum Training Materials for the Precision Manufacturing Industry.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Sep 96

NOTE- 277p.; For other volumes in this set, see CE 072 924-937.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Automation; Behavioral Objectives; Competency Based Education; Computer Assisted Design; Computer Assisted Manufacturing; Course Content; Course Descriptions; Course Objectives; Curriculum; Curriculum Development; Drafting; Job Skills; Machine Tool Operators; *Machine Tools; Manufacturing; Manufacturing Industry; *Metal Working; Postsecondary Education; Program Administration; Program Development; Program Evaluation; *Technical Education

This volume developed by the Machine Tool Advanced Skill Technology (MAST) program contains key administrative documents and provides additional sources for machine tool and precision manufacturing information and important points of contact in and implement effective systems of school-to-work transition. Systems in eight states were studied: California, Iowa, Maine, Michigan, Oregon, Pennsylvania, West Virginia, and Wisconsin. State leaders understood the need to develop a clear vision of the role school-to-work transition can play in educational and economic development and the importance of promoting acceptance and understanding of the vision. The states differed in the characteristics and specificity of their vision and the extent to which it rested on a broad base of public acceptance and support. The most promising communications strategies were built on assessment of both statewide and sector-specific information needs and entailed careful planning and the hiring of specialized expertise. States focused their efforts on creation of strategies for implementation, rather than on system implementation itself. Most were moving slowing and waiting to see what leadership the federal government would provide in establishing skill standards. States whose systems emphasized work force development tended to target noncollege bound students; states whose systems were intended to promote broad education-reform objectives were likely to target all students. Results suggested the need for technical assistance at the federal level to help with development of skill standards, integration of plans for school-to-work transition programs with related plans and programs, and outreach to employers. (YLB)

ED 401 463   CE 072 987

Adelman, Nancy E.
The Challenge of Linking Plans for School-to-Work Opportunity
  Systems. Fourth in a Series on School-to-Work Implementation.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Cooperative Programs; *Coordination; *Economic
  Development; Educational Improvement; *Educational Legislation;
  *Education Work Relationship; Elementary Secondary Education;
  Federal Aid; Federal Legislation; *Labor Force Development;
  State Programs; Statewide Planning
IDENTIFIERS- Goals 2000; Improving Americas Schools Act 1994;
  School to Work Opportunities Act 1994

Three pieces of education legislation that the federal government enacted in 1994 are interlocking and designed to support a systemic approach to state and local educational improvement. The Goals 2000: Educate America Act, School-to-Work Opportunities Act (STWOA), and Improving America's Schools Act (IASA) offer an opportunity to move from a categorical mindset to a broader framework for conceptualizing educational improvement and think about the long-term purposes of education in the context of work force and economic development. At a St. Louis (Missouri) conference, state teams shared and discussed strategies for linking school-to-work plans with broader educational reform initiatives, with emphasis on understanding how STWOA, Goals 2000, and IASA can complement each other. The initial challenge for states interested in a consolidated plan for federal programs is creation of a conceptual framework. Conference participants have identified a set of core issues that they confront on the road to a coherent set of policies and programs that ensure a high quality education for all students. Communication issues include communication with state and local professionals and policymakers, intra-agency and

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Articulation (Education); Case Studies; Cooperative Planning; *Education Work Relationship; Elementary Secondary Education; Job Training; Models; *Partnerships in Education; Pilot Projects; Postsecondary Education; Program Costs; Program Design; Program Implementation; School Business Relationship; *Strategic Planning; *Systems Approach; Work Experience Programs
IDENTIFIERS- *Rochester City School District NY

This report documents the Rochester (New York) City School District's efforts to develop and implement a school-to-work transition system featuring the following elements: activities at the elementary, secondary, and postsecondary levels; combined formal schooling and structured on-the-job training based on nationally recognized standards; curriculum focused on qualifications required for entry-level work in rewarding careers; job experiences permitting exploration of diverse careers under guidance of skilled mentors; and classwork providing the experience/credits needed to pursue a college education. The report covers the following topics: development of Rochester's school-to-work model and its components; designing and piloting models/successful programs; preliminary results and costs; steps to creating successful models; challenges faced by Rochester in moving from pilot to full-scale implementation; and step-by-step recommendations for implementing school-to-work transition systems. Appendixes contain the following: list of organizations serving on Rochester's school-to-work transition task force; Rochester's school-to-work transition policy and strategic framework; matrix of Rochester's school-to-work activities and definitions; sample model school-to-work programs and activities; overview of the Rochester Business Education Alliance; roles/responsibilities of school-to-work director and organizational infrastructure chart; and lists of Rochester's school-to-work transition advisory board members and 29 products/publications from the National Center on Education and Economy and Rochester City School District. (MN)

ED 401 481 CE 073 033

Leef, Carol; Riddle, Tamara
Work Together--Learn Together. A Model that Incorporates Community Partnerships.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Continuing Education; Educational Needs; *Education Work Relationship; Employer Attitudes; Employer Employee Relationship; Foreign Countries; Futures (of Society); Guidelines; *Inplant Programs; *Job Skills; Literacy Education; *On the Job Training; Program Development; Program Evaluation; Program Implementation; Retraining; School Business Relationship; Skill Development; Teaching Methods; *Workplace Literacy

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Change; *Career Counseling; Career Planning; Foreign Countries; Job Enrichment; Job Placement; Job Satisfaction; Labor Problems; *Labor Turnover; *Occupational Aspiration; Occupational Mobility; Persistence; Vocational Adjustment; Vocational Interests; Work Attitudes
IDENTIFIERS- Canada; Career Barriers; Career Construct; *Career Patterns; *Career Unrest; ERIC Digests

Although persistent career change is generally seen as a negative, today's economic reality may force counselors to look differently at clients who move from job to job. This digest summarizes a 3-year study of career drifters and discusses the significance of this study for career counseling. Research identified drifters as individuals who completed high school, who had been out of secondary school for at least 4 years, and who made at least three voluntary changes in either schooling, jobs, or a combination of the two. the literature suggests five types of career drifters: (1) personal/psychological; (2) drifters by necessity; (3) drifters by occupation; (4) multipotential (those reluctant to commit to one career); and (5) questers who have their own definitions of success. The study examined personal aspirations, the meaning of work, the influence of community and family, level of dependency, quester characteristics, person/environment congruency, experience with work, and self-efficacy. Many of these factors were not useful in explaining drifting patterns. Instead, drifting seemed more related to the lack of stable occupational opportunities and other factors. While some drifters have career and job anxiety, others change courses for positive reasons. The implications of these findings for career counselors are discussed. (RJM)

ED 401 499   CG 027 023

Roberge, Ron
Project P.O.D.S.: Providing Opportunities for Developing Succcess. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Adolescents; At Risk Persons; *Dropout Prevention; Dropouts; Educational Environment; Educational Strategies; Elementary Education; Foreign Countries; *High Risk Students; *Intervention; Junior High Schools; School Holding Power; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- Canada; ERIC Digests

Many stay-in-school programs support some individuals but do not serve the larger school population. This digest describes a project that would integrate an array of interventions for "at-risk" youth with planned organizational and curricular restructuring activities. The project consists of 8 groups of 55 to 60 students. While the underlying goal was to reduce the

IDENTIFIERS- Department of Education; Student Financial Contribution

Designed to help high school guidance counselors advise students about financial aid for postsecondary education, this handbook provides information on sources of aid from programs administered by the U.S. Department of Education. The guide is divided into three parts: (1) General Information about Postsecondary Opportunities; (2) The Application Process for Financial Aid; and (3) Filling Out the Free Application for Federal Student Aid. Part One advises the reader on sources of aid, general eligibility requirements for student aid, demonstration of need, and how to choose a school. Part Two discusses the federal role in application processing, how one should apply for aid, how to submit an initial application, how the application is processed, reviewing the Student Aid Report (SAR), making changes to the SAR, filing an application, and 1996-97 application deadlines. The last section offers detailed instructions on how the student should fill out aid applications with tips on outlining educational background, one's plans, student status, household information, income, the simplified needs test, asset information, releases and signatures. Also included is a special supplement targeted toward disadvantaged students that suggests ways to encourage high school students to consider postsecondary education as an avenue to a more rewarding career. Three appendices list further sources of information, state agencies in education, and a glossary of terms. (JBJ)

ED 401 519   CS 012 638

Carnine, Douglas W.; And Others
Direct Instruction Reading. Third Edition.
PUB DATE- 97
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Beginning Reading; Classroom Environment; *Classroom Techniques; *Decoding (Reading); Elementary Education; *Reading Comprehension; *Reading Instruction; Reading Materials; Reading Research; Theory Practice Relationship; Vocabulary Development
IDENTIFIERS- *Direct Instruction

Creating a learning and instructional environment for teaching students in a "humane and efficient" manner, this book is designed to empower teachers by providing them with specific suggestions for problems they will encounter as they provide students with direct, explicit instruction in reading. As in earlier editions, the book devotes a "disproportional" amount of space to beginning reading, because the first months of reading instruction are immensely important to later reading success. The major change in the third edition of the book is the addition of an "expansive and commanding" research base that supports the importance of direct, explicit instruction in reading. Chapters in the book are (1) Classroom Reading Instruction; (2) Direct Instruction; (3) A Model of Reading Instruction; (4) Classroom Reading Instruction; (5) An Overview of Beginning Reading; (6) Phonological and Auditory Skills; (7) Letter-Sound Correspondence; (8) Sounding Out Regular Words; (9) Sight-Word Reading; (10) Irregular Words; (11) Vocabulary and Language Skills; (12) Using Commercial Materials: The Beginning Reading Stage; (13) Research on Beginning Reading Instruction; (14) Overview of Decoding; (15) Phonic Analysis;

women and minorities, as individuals, did not have a voice at all. (Contains 12 references.) (TB)

ED 401 537 CS 215 538

Van Gilst, Lorna; Villalobos, Jose
The Five-Paragraph Essay--Legacy or Liability in English Writing Classrooms outside the U.S.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English (Second Language); *Essays; Foreign Countries; Higher Education; Second Language Instruction; *Transfer of Training; *Writing Assignments; Writing Difficulties; *Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- *Process Approach (Writing); Venezuela

High school students in Venezuela study English grammar and vocabulary for 5 years, but, because theirs is an oral culture, they do very little reading or writing either in their native language or in English. When students reach the university and begin to study composition, they are unmotivated to write essays on teacher assigned topics for a number of reasons. The 5-paragraph essay instruction becomes tiring and boring and students fail to move into more in-depth writing. Courses that emphasize writing as a process allow for the transference of first language writing strategies to second language learning. One effective writing strategy is to have students practice freewriting, a technique used in prewriting, then read some of their writing, to integrate the 4 language modes--reading, writing, speaking, listening. Another technique is to have students write 2-3 journal entries a week which are reviewed by the instructor, who gives response to content, not surface errors. A process approach to writing was introduced to teach Russian students in the Ukraine. The use of cluster maps helps students generate and organize ideas, with small group discussion to clarify meaning. Drawing and labelling a house or flat plan is another effective lesson. (Examples, a lesson plan, and 5 references are included.) (CR)

ED 401 538 CS 215 539

Marra, James L.; And Others
Student Advertising Competitions: Faculty Advisor Beliefs Concerning the AAF National Student Advertising Competition.
PUB DATE- Aug 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Career Development; *Faculty Advisers; *Faculty Development; Higher Education; National Surveys; *Rewards; *Student Development; Student Participation
IDENTIFIERS- *Advertising Competitions; *Advertising Education; Adviser Role; American Advertising Federation; Faculty Attitudes

A study examined American Advertising Federation (AAF) National

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Techniques; *Creative Expression; Drama; Educational Games; Elementary Education; Folk Culture; Instructional Improvement; *Integrated Activities; *Interdisciplinary Approach; *Learning Strategies; *Story Telling; *Student Motivation; Teaching Methods
IDENTIFIERS- *Expressive Learning; Folktales; Retelling

This book demonstrates how kindergarten through sixth-grade teachers can use storytelling and the expressive arts not only as motivational tools to develop students' skills, but also as ways to improve their own teaching styles. The book argues that when the arts are integrated across the curriculum, content becomes meaningful to students and they are motivated to learn. While supporting the use of real books in the classroom, the book shows teachers how to use existing books to create new stories and to learn to re-tell folktales from around the world, as well as how to work with students on their own stories. Many tried-and-true methods that teachers can put to immediate use are provided in the book, including: specific activities, such as stories with movement and poetry; examples of stories to tell; and drama games to enhance children's creative responses. With the methods described in the book, teachers can gain confidence in their ability to tell stories and discover for themselves how stories can effectively motivate and engage students. Appended are: a family folklore unit; storytelling, movement, and drama exercises; bookmaking; a glossary of terms; and 11 resource addresses. Contains 143 references. (CR)

ED 401 557 CS 215 565

Catalano, Tim
Locating Hate Speech in the Networked Writing Classroom.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Networks; Educational Strategies; Higher Education; Online Systems; *Student Participation; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Computer Assisted Writing; *Discourse Communities; Egalitarianism; Hate Speech; *Offensive Speech

Many instructors are planning to teach their writing classes in the networked computer classroom. Through the use of electronic mail, course listservs, and chat programs, the instructor is offered the opportunity to facilitate a more egalitarian classroom discourse that creates a strong sense of community, not only between students, but also between students and instructors. Unfortunately, some inflammatory and offensive discourses appear over the network, including such words as "bitch" or "fag." Another far more subtle and far more problematic discourse also exists which does not necessarily seek to offend, but does seek to create a patriarchal discourse within the proposed egalitarian network. The networked classroom, with its emphasis on the student, its de-emphasis on

The stages of writing--from iconography to ideographic to analytic to phonetic--comprise the graphic story fundamental to usefully understanding the reflective strokes of written language. (Contains eight notes.) (RS)

ED 401 574 CS 215 584

Matsuda, Paul Kei
Crossing the Disciplinary Boundary: Teaching ESL Composition in the English Department.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *English (Second Language); English Departments; Higher Education; Instructional Innovation; *Interdisciplinary Approach; Models; Second Language Instruction; *Student Needs; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Writing Contexts

Although the number of English as a Second Language (ESL) students in United States colleges and universities has increased over the past decades, there has been no corresponding increase in the level of attention given to the special needs of these students in composition classrooms. ESL students are likely to be found in writing classrooms at any level, but ESL-trained instructors may or may not be trained in the teaching of ESL writing. Existing definitions of the field discourage teachers of composition from teaching or learning about ESL students. An alternative symbiotic model, however, situates second language writing studies in various instructional contexts, unlike the division of labor model which sees ESL writing as the responsibility of ESL specialists and not of composition professionals. The intersection model (which sees second language writing situated at the intersection of second language studies and composition studies) places second language writing as a subfield of second language studies. The symbiotic model sees the constituting disciplines as interdependent; second language writing provides more than a site of interaction between the two disciplines--it connects theory and research on second language writing with praxes that are situated in both second language and composition classrooms. This model can facilitate the development of research methodologies that are appropriate for the unique problems of composing in a second language. (Contains 4 figures and a table of models of second language writing.) (NKA)

ED 401 575 CS 509 323

Chesebro, James W.
The Scholarly Imperative: Fusing Teaching, Research, and Service.
PUB DATE- Mar 96
NOTE- 16p.; Keynote address presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

DESCRIPTORS- Ambiguity; Audience Awareness; *Business Communication; Higher Education; *Language Role; Student Development; *Teacher Student Relationship; *Writing Assignments
IDENTIFIERS- *Deconstruction; *Derrida (Jacques); Small Group Communication; Theoretical Orientation

The business communications teacher helps the student learn to write the proposal that wins a promotion or the sales letter that wins new customers. Students poised to enter the business world need language theories as much as students studying literature, for the corporate language culture is as unpredictable and ambiguous as any literary text. Using deconstruction is practical, since it is an activity, not just a theory of how language works. Jacques Derrida begins with the difference between the written and the spoken word. Deconstruction seeks systematically to explore the lag between what is meant and what is said. Students must learn how to interrogate language and to see that as far as language goes, the teacher does not have all the answers either. In an assignment where the teacher has limited control, the class is divided into self-selected groups of four or five and turned into a "company." The groups are then provided with scenarios lacking in details--they must come up with a plan to make their division profitable. Communication must take place, and it must be in writing. The process is informed by perceptions associated with Derrida: that language is inherently ambiguous, that meaning is created by writer and reader, and that any text says what the writer intended to say and what the writer never intended to say. Variations on this assignment can make it more traditional, and eventually the again logocentric teacher assigns a grade. (NKA)

ED 401 594   CS 509 388

Swanson, D. J.
Humor as a Presentational Device in Broadcast Public Service Announcements.
PUB DATE- 9 Nov 96
NOTE- 48p.; Paper presented at the Southwest Symposium of the Southwest Council for Journalism and Mass Communication (Monroe, LA, November 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; Broadcast Industry; Case Studies; Communication Research; *Figurative Language; *Humor; *Mass Media Role; Media Research; *Public Opinion
IDENTIFIERS- *Advertising Effectiveness; Audience Research; Audience Specification; Communication Strategies; Presentation Mode; *Public Service Campaigns

On a daily basis, American television and radio audiences are subjected to a stream of broadcast Public Service Announcements (PSAs), each promoting "some kind of social or economic action deemed beneficial" (Stridsberg, 1977). Often, these announcements employ humor as a presentational device to help stimulate the behavioral change needed to bring about "beneficial" action. Existing research literature has addressed communication and marketing strategies which are used to target PSAs to specific audiences, but insufficient attention has been given to the display of humor as a part of this process. Humor is often used in politics, the workplace, and in educational settings when classroom teachers wish to reduce tension and help facilitate learning. A content analysis of more than 100 television and radio PSAs explored the use of humor to shape

NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; Certification; *College School Cooperation; *Curriculum Design; *Educational Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Labor Supply; Leadership Training; *Management Development; *Principals; State Standards
IDENTIFIERS- *Kentucky (Southeast)

Employment patterns for educational administrators in southeastern Kentucky are shaped by the impending retirements of a large proportion of educational personnel; the changing nature of the principalship; shallow candidate pools for elementary and secondary principalships; and increased collaboration between elementary-secondary schools and higher education. These factors provided the impetus for creating the Aspiring Principal Program. This paper describes how the program was developed and implemented among three universities--the University of Kentucky, Eastern Kentucky University, and Morehead State University. The paper describes the program's procedural and philosophical agreements, curricular objectives, and course content. Students participated in the following activities: the Leadership Early Assessment Program, a student-selected event, a staff-development workshop, a simulated job interview, principal shadowing, the Kentucky Technology Conference, community visitation, a state-legislature visitation, and a portfolio-development workshop. The program's experiences are being used to plan a restructured model for the development of school leaders in Kentucky. (Contains 16 references.) (LMI)

ED 401 615 EA 028 046

Danzig, Arnold
Educational Leadership: Stories of Administrative Practice with Implications for a Standards-Based Education System.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Constructivism (Learning); *Educational Administration; *Educational Assessment; Elementary Secondary Education; Higher Education; *Leadership; Leadership Training; *Management Development; Professional Development; School Administration; *Story Telling; Student Evaluation; Teacher Evaluation; Theory Practice Relationship

Although newer views about the constructivist basis of knowledge and more reflective models of practices have been introduced in most teacher-training programs, this has not been the case for many administration-preparation programs. A result is a growing gap between the knowledge and skills required of new teachers and the knowledge and performance categories used by school administrators to evaluate teacher performance and understand teachers' assessment of students. This paper describes a project that sought to teach educational administrators how to experience knowledge construction first-hand through writing and reflecting on stories of administrative practice. Specifically, the project helped participants to: (1) demonstrate the power of personal biography and history in understanding leadership and evaluation; (2) delineate, by sharing stories and case studies, the multiple perspectives

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Compensation (Remuneration); Due Process; Elementary Secondary Education; Fringe Benefits; *Organizational Theories; *Personnel Evaluation; *Personnel Management; *Personnel Policy; Teacher Dismissal; Teacher Salaries; Teacher Supply and Demand

This paper provides an overview of the development of the school-personnel administrator role. It first describes the influence of the science-management and human-relations movements and the behavioral sciences on personnel administration and human resource management. It next discusses the role of the personnel-performance-appraisal system and identifies four types of evaluations: summative, formative, norm-referenced, and criterion-referenced. The last part describes the factors involved in compensation administration and lists teacher benefits offered by most districts across the United States. (Contains seven references.) (LMI)

ED 401 633   EA 028 079

Fenwick, Leslie T.
The Interim Superintendency: A Case Study of Decisions and Decision Making Activity.
PUB DATE- Feb 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (19th, Cambridge, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; *Administrator Role; Case Studies; *Decision Making; Elementary Secondary Education; Employment Patterns; Labor Supply; *Labor Turnover; Occupational Surveys; *Superintendents; *Tenure

Higher turnover rates, decreased tenure, diminished job appeal, a shrinking pool of candidates, longer superintendent searches, and school districts' economic stresses and political and social cultures contribute to increases in the incidence of interim superintendent appointments and tenures. Because of these dynamics, more interim superintendents are serving longer terms and are faced with leading school districts through flux and change. This paper presents findings of a study that examined the nature and types of decisions made by the interim superintendent and how the decisions were shaped and/or determined by the district's environmental context. The research design utilized two methods. A first-ever survey of the nation's 50 State Departments of Education produced a 65 percent response rate. A case study of a midwestern district gathered data through observation, interviews, and document review. The survey data show a rise in both appointments and tenures for interim superintendents over the 10-year span from 1981/82 to 1991/92. Case-study findings show that the interim superintendent ranked high in the administrative change function and low in the administrative maintenance function. The superintendent had moved from a placeholder to a decision-maker role. A conclusion is that in districts experiencing crisis, an interim superintendent will likely act with all the requisite powers of a permanent superintendent. (LMI)

ED 401 634   EA 028 083

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; Change Strategies; *Delivery Systems; *Disabilities; Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; *Inclusive Schools; *Learning Disabilities; Legal Responsibility; Mainstreaming; Models; Regular and Special Education Relationship

This supplement to a bibliography on inclusion of students with disabilities contains 44 abstracts of publications and videos. The first section summarizes all the articles from an issue of "The Journal of Special Education" (Summer 1995, Volume 29, Number 2) that was devoted to the subject of inclusion of students with learning disabilities. The articles include five case studies of well-established full-time mainstreaming models for elementary students with learning disabilities; a summary of themes and implications from the five cases; reactions to the five case studies from six reviewers, representing higher education research, policy analysis, and practitioners; and concluding comments. Additional sections of the bibliography present abstracts from other publications, categorized as follows: collaboration, disability awareness, fiscal implications, legal issues, miscellaneous, newsletters, planning, policies, positions, research, strategies/implementation, and videos. Information generally provided in each listing includes bibliographic data, subject descriptors, the abstract, source, and price. (DB)

ED 401 653 EC 305 098

Maurice, Catherine, Ed.; And Others
Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals.
PUB DATE- 96
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Autism; Behavioral Science Research; *Behavior Modification; Case Studies; *Classroom Techniques; Communication Disorders; Compliance (Legal); Delivery Systems; Elementary Secondary Education; Financial Support; Inclusive Schools; *Intervention; Language Acquisition; Outcomes of Treatment; Parent School Relationship; Personal Narratives; Preschool Education; Program Development; Speech Language Pathology; Speech Therapy; Student Evaluation; Teacher Qualifications; Teaching Methods; Teaching Models; *Therapy
IDENTIFIERS- *Applied Behavior Analysis

This manual presents 21 chapters on the use of applied behavior analysis techniques with children who have autism. After an introductory chapter, three chapters consider the choice of an effective treatment, including: "Evaluating Claims about Treatments for Autism" (Gina Green); "Early Behavioral Intervention for Autism: What Does Research Tell Us?" (Gina Green); and "Are Other Treatments Effective?" (Tristram Smith). The following chapter is titled "Selecting Teaching Programs" by Bridget Ann Taylor and Kelly Ann McDonough. Teaching methodology is the topic of the next two chapters: "Teaching New Skills to Young Children with Autism" (Stephen R. Anderson and others), and "Behavioral Analysis and Assessment: The

the items that must be memorized); and (7) first letter mnemonics. Critical thinking strategies include analysis of choice making behaviors and use of weekly brain teasers. Procedures for assessing students academically and for implementing a study skills and critical thinking skills curriculum are outlined. (Contains 17 references.) (CR)

ED 401 671 EC 305 161

Goor, Mark B.; Schwenn, John O.
More Time To Teach.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Principles; *Educational Strategies; Elementary Secondary Education; Inclusive Schools; Personal Autonomy; *Self Management; *Student Empowerment; *Teaching Methods; *Time Management

This report discusses increasing demands on teachers' time, particularly with more students with disabilities in regular education classes, and describes how teachers can use strategies, routines, and support systems to empower students to become more independent and more responsible for their own learning and study. The five underlying principles for the development of the program "More Time to Teach" are presented: routines create predictability so that students can learn to expect and follow consistent patterns; personal awareness is enhanced when students learn that instruction generally adheres to a few basic systems; descriptive rubrics (examples of good work and how they are evaluated) assist students in following exemplary models; learning strategies facilitate students working independently by providing clear, step-by-step procedures; and peer support provides additional guidance and explanations for students in need while training more capable students to be leaders. Specific strategies are presented in a four-step format that includes: (1) a description of a problem area in which students are not working independently or are not taking responsibility; (2) a description of systems that could be utilized to promote student independence and responsibility; (3) instructions that teachers need to follow to develop materials or routines, and (4) a demonstration of how to teach students to utilize, implement, and/or maintain the materials or routines. (CR)

ED 401 672 EC 305 162

Brown, Dean M.
Assisting Eighth-Grade At-Risk Students in Successfully Reading Their Textbooks through Support Strategies.
PUB DATE- 95
NOTE- 76p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 8; *High Risk Students; Inservice Teacher Education; Intervention; Junior High Schools; Media Adaptation;

Definitions; *Disabilities; Elementary Secondary Education; Eligibility; Employment; Federal Legislation; Federal Regulation; *Legal Responsibility; Long Range Planning; *School Responsibility; *Self Evaluation (Groups)
IDENTIFIERS- *Americans with Disabilities Act 1990

This guide is intended to assist elementary and secondary schools as they plan compliance with the Americans with Disabilities Act (ADA), conduct required self-evaluation and transition plans, and make appropriate modifications. The eight chapters correspond with the regulations and include many worksheets and examples. Chapter 1 briefly discusses each of the ADA's titles, especially Title II which assures access to all programs and services provided by state and local government agencies. In Chapter 2 the emphasis is on the law's definition of a "qualified individual with a disability." Chapter 3 identifies action steps toward compliance and offers a three-phase process for completing self-evaluation planning. Chapter 4 reviews the general prohibitions against discrimination contained in Title II regulations, especially schools' obligation to provide a "free and appropriate public education." Chapter 5 explains ADA provisions concerning recruitment, hiring, and other employment-related issues. Program accessibility is the focus of Chapter 6. Chapter 7 explains Title II requirements for ensuring effective communication for persons with visual, hearing, and speech disabilities. Chapter 8 reviews the enforcement procedures for Title II and the remedies available if an institution is determined not to be in compliance. The last section identifies relevant sources of information. (DB)

ED 401 689   EC 305 180

Lyon, G. Reid, Ed.; Rumsey, Judith M., Ed.
Neuroimaging: A Window to the Neurological Foundations of Learning and Behavior in Children.
PUB DATE- 96
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Anatomy; Attention Deficit Disorders; Autism; *Behavior Development; Behavior Disorders; Children; *Clinical Diagnosis; Congenital Impairments; Developmental Disabilities; *Disability Identification; Dyslexia; Epilepsy; *Etiology; Evaluation Methods; Hyperactivity; Infants; *Neurological Impairments; Neurology; *Neuropsychology; Physiology; Prediction; Research Methodology

This book presents 11 papers on the use of neuroimaging technology in brain-related disorders. The text contains full-color neuroimaging scans and provides both theoretical and methodological explanations of the various neuroimaging techniques and their application to developmental disorders in children. The papers are grouped into three sections, on basic biological and methodological concepts, the application of neuroimaging methods to childhood disorders, and future directions and clinical applications. The papers are: (1) "Foundations of Neuroanatomy and Neuropsychology" (G. Reid Lyon); (2) "A Survey of Functional and Anatomical Neuroimaging Techniques" (Jack Krasuski and others); (3) "Neuroimaging in Developmental Dyslexia: A Review and Conceptualization" (Judith M. Rumsey); (4) "The Neurobiology of Developmental Dyslexia as Viewed through the Lens of Functional Magnetic Resonance Imaging Technology" (Sally E. Shaywitz and others); (5)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Comparative Analysis; Cultural Awareness; Cultural Context; *Cultural Traits; Foreign Countries; Holidays; *Latin American Culture; *Leisure Time; Recreational Activities; School Schedules; Second Language Instruction; *Social Values; *Sociocultural Patterns; Spanish; Spanish Speaking; *Time

An analysis of concepts of time in Latin American societies focuses on aspects that can be useful in teaching Spanish as a second language and Hispanic culture in anglophone North America, and includes specific suggestions for classroom activities and teaching techniques. Analysis looks at the following aspects and functions of time: polychronic vs. monotchronic values of time (attention given to several activities simultaneously in Hispanic society, thus removing pressure for being timely; value given to personal interaction over schedules); fiestas and holidays as common entertainment, often combining religious and secular activities and traditions; and calendar year differences and similarities, particularly as they pertain to school and home activities for students. A number of Latin American holidays and festivals are described, with accompanying traditions and conventions. Appended materials include related photographs, descriptions, and exercises. (MSE)

ED 401 709 FL 023 174

Duncan, Greg, Ed.
Colloquium on Teacher Preparation for Elementary School Foreign Language Programs: Proceedings (New York, New York, October 1993).
PUB DATE- 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Change Strategies; Competency Based Teacher Education; Educational Change; Educational Objectives; Educational Trends; Elementary Education; *Elementary School Teachers; *FLES; Futures (of Society); *Language Teachers; Models; Second Language Instruction; Second Language Programs; *Teacher Education; Teacher Education Curriculum; Trend Analysis
IDENTIFIERS- *Goals 2000; National Board for Professional Teaching Standards; North Carolina State Department Public Instruction

Proceedings of a 1993 colloquium on the training of elementary school language teachers include a number of presentations and summaries of discussion. Papers include: "Framework for Discussion" (Carol Ann Pesola); "What Are the Current Trends in U.S. Teacher Preparation?" (Janet Towslee); "Why Foreign Language Standards?: Background" (C. Edward Scebold); "A Proposal To Develop Teacher Standards" (Helene Zimmer-Loew); and "Standards and Goals 2000" (C. Edward Scebold). Discussion summaries address these topics: existing models for the preparation of elementary school foreign language teachers; what is envisioned as the ideal model for such preparation; and implications for the future. Appended materials include excerpts of proposed national standards for foreign language education; five generic aspects of exemplary teaching practice, identified by the National Board for Professional Teaching

IDENTIFIERS- Morocco; *Peace Corps; *Tashelheet

The Peace Corps volunteer language training materials for the Moroccan language Tashelheet are designed for group, individual, or self-instruction. An introductory section gives the learner an overview of language characteristics, the materials, and their design. The main section of the materials is divided into two parts. The first contains 16 lessons, each containing a topic description and unit objective, lists of structures, and grammar notes. Lesson topics include greetings, giving and getting personal information, numerals, personal activities, family, making plans, giving and getting directions, shopping, food and drink, renting a house, describing a job, invitations, social norms, and weather and farming. This section ends with a list of useful expressions for expressing confusion and gaining clarification, and lists of verbs and nouns, with pronunciation notes. The second part contains 14 texts, each followed by questions testing the learner's comprehension of the passage and providing oral and written practice. The content of the texts provides vocabulary and familiarity with Moroccan/Berber culture. (MSE)

ED 401 732 FL 024 220

Azaguagh, Lahcen
Tamazight: A Competency-Based Curriculum, Beginning & Intermediate Students.
PUB DATE- 94
NOTE- 162p.
LANGUAGE- English; Tamazight
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Berber Languages; Competency Based Education; Conversational Language Courses; *Cultural Awareness; Cultural Education; Dialogs (Language); Foreign Countries; *Grammar; Interpersonal Communication; Language Patterns; Second Language Instruction; *Second Languages; Tenses (Grammar); *Uncommonly Taught Languages; Verbs; Vocabulary Development; Volunteer Training
IDENTIFIERS- Morocco; *Peace Corps; *Tamazight

The Peace Corps volunteer language training materials for the Moroccan language Tamazight are designed for group, individual, or self-instruction. An introductory section gives the learner an overview of language characteristics, the materials, and their design. The main section of the materials is divided into three parts. The first contains 16 lessons for beginning and intermediate learners, each containing a topic description and unit objective, cultural notes, vocabulary list, lists of structures and expressions, and grammar notes. Lesson topics include greetings, giving and getting personal information, numerals, talking about oneself and one's experiences, family, expressing confusion and asking clarification, giving and getting directions, shopping, food and drink, renting a house, describing personal interests, invitations, social norms, and agriculture. The second part contains a number of brief dialogues to provides vocabulary and familiarity with Moroccan/Berber culture. Each is also translated into English. The final section contains a list of common verbs, given in both the imperative simple and continuous tenses. (MSE)

ED 401 733 FL 024 221

Tunisia cours complementaire (Tunisia Complementary Course).
PUB DATE- 96

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Bias; Citizenship Education; Civil Rights; Classroom Communication; Classroom Techniques; *Cultural Awareness; Cultural Pluralism; Curriculum Evaluation; Educational Environment; *Educational Research; Educational Strategies; Elementary Secondary Education; *Empathy; Foreign Countries; Higher Education; Immigrants; Information Sources; *Multicultural Education; Peer Relationship; Racial Bias; Research Needs; Teacher Education; Values Education

The bibliography contains 331 citations of books, dissertations, research reports, and articles on multicultural education, primarily materials in English written in recent years. Topics include cultural awareness, classroom communication and culture, development of ethnic or national identity, classroom processes, curriculum design and evaluation, teacher education, immigrants, adult education, racism, research and research needs, national policy, peer relationships, human rights, and values education at all educational levels. (MSE)

ED 401 754 FL 024 251

Connor, Ulla
Contrastive Rhetoric: Cross-Cultural Aspects of Second-Language Writing.
PUB DATE- 96
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Contrastive Linguistics; Cultural Context; *Discourse Analysis; Interdisciplinary Approach; Language Research; Linguistic Theory; Literary Genres; Research Methodology; Rhetoric; *Second Languages; Translation; *Writing (Composition); Writing Instruction

The book is an introduction to the field of contrastive rhetoric, an area of research in second language learning that identifies learners' problems in composition and attempts to explain them by referring to the rhetorical strategies of the first language. It traces the history of contrastive approaches to the study of second language writing and explores interrelationships with other disciplines, including composition studies, translation, text linguistics (discourse analysis), genre analysis, and cultural anthropology. Examples from a wide variety of languages are used to illustrate how second language writers draw on a range of cross-linguistic and cross-cultural influences at the sentence, paragraph, and text level. The effects of these influences on different aspects of textual organization (cohesion, coherence, schematic structure) are examined, and the ways in which linguistically and culturally bound assumptions about the nature and purpose of written texts can transfer from one language to another are explored. Research methods, quantitative and qualitative, and assumptions underlying research in contrastive rhetoric are reviewed and assessed, and practical applications of such research in applied linguistics and second language writing instruction are demonstrated. (Author/MSE)

ED 401 755 FL 024 252

Nabors, Leslie K., Ed.
Working Papers in Educational Linguistics, Volume 12, Number 1.
PUB DATE- 96

NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *College Faculty; *College Instruction; *Compensation (Remuneration); Faculty Evaluation; *Faculty Workload; Higher Education; Labor Market; Merit Pay; Motivation; *Productivity; Public Opinion; Salary Wage Differentials; Teacher Role; Teacher Salaries; *Teacher Supply and Demand

The contemporary academic labor market is examined using concepts from labor market economics and sociology to elucidate why teaching, universally acknowledged to be at the center of American academic life, is not at the center of the academic labor market and is only modestly rewarded. First, tenets of the neoclassical labor market model are applied to the academic labor market. Then the centrality of teaching to most academics is then discussed; it is concluded that the academic profession is indisputably a teaching profession. Discussion then turns to why teaching is not more substantially weighted in distribution of rewards. Contributions of teaching and teachers are then compared to those of researchers. A chapter is devoted to concerns expressed by faculty, in which classroom instructional matters are not prominent. The definition of merit in academia is examined, focusing on relative value placed on teaching, research, administration, and service and on content of letters of recommendation written by faculty peers. The workings of the academic labor market are described, and the contribution of academic administrators to diminishing faculty resources and morale is noted. Finally, arguments for the current academic reward system are reviewed, and potential for its improvement using motivation theory is discussed. (Individual chapters contain reference notes.) (MSE)

ED 401 776 HE 029 609

Kluger, Rona
Increasing Women's Participation in International Scholarship Programs: An Analysis of Nine Case Studies. IIE Research Report Number Twenty-Seven.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Agency Role; Case Studies; Developing Nations; *Fellowships; *Females; Foreign Countries; Graduate Study; Higher Education; *International Educational Exchange; Program Descriptions; *Scholarships; Sex Differences; Surveys; *Womens Education

Part of a larger study of women's participation in international scholarship and fellowship programs, this volume describes and profiles women's participation in nine programs: (1) the American Association of University Women International Fellows Program; (2) America-Mideast Educational and Training Services, Inc. (AMIDEAST); (3) African Training for Leadership and Advanced Skills (ATLAS); (4) Caribbean and Latin American Scholarship Program (CLASP) of the U.S. Agency for International Development; (5) Canadian Commonwealth Scholarship Program; (6) Fulbright Graduate Fellowship Program; (7) Hubert H. Humphrey Fellowship Program; (8)

*Teacher Role; Teacher Student Relationship; Teaching (Occupation)
IDENTIFIERS- Carnegie Foundation for Advancement of Teaching; *Teacher of the Year

Twenty-one essays describe the successful teaching strategies used by faculty who have been named "Teacher of the Year" by the Carnegie Foundation for the Advancement of Teaching. Essays are grouped into those which focus on: teaching characteristics, teaching practices, teaching philosophies, and teaching teachers. The essays are: (1) "What Makes a Good Teacher?" (Peter G. Beidler); (2) "Stretching Minds: Personal and Academic Aspects of Teaching: (James W. Vargo); (3) "Classroom Atmosphere: A Personal Inventory" (Harvey D. Blankespoor); (4) "Connecting with Literature: The Art of Involvement" (Barbara Paul-Emile); (5) "Relations of Mutual Trust and Objects of Common Interest" (John David Dawson); (6) "Motivating and Mentoring: Teaching the Development Student" (Vashti U. Muse); (7) "The Student Who Felt Ugly and How She Played Richard III" (Martha Andresen); (8) "Opportunities and Responsibilities": Competence, Creativity, Collaboration, and Caring" (Sally Phillips); (9) "Teaching Through the Curriculum: The Development of a Comprehensive Honors Program" (Anthony J. Lisska); (10) "Managing Discussions in Large Classes" (J. Dennis Huston); (11) "Suit the Action to the Word: Teaching Minds and Bodies in the College Classroom" (Michael Flachmann); (12) "Improving Teaching Through Teaching Portfolio Revisions: A Context and Case for Reflective Practice" (John Zubizarreta); (13) "Creating Global Classrooms" (Mark C. Taylor); (14) "The Community in the Classroom/The Classroom in the Community" (Patrick Parks); (15) "Teaching as Subversion" (Teofilo F. Ruiz); (16) "A Story Waiting to Be Told: Narratives of Teachings, Scholarship, and Theory" (Diana Cooper-Clark); (17) "Feminist Pedagogy: A Voice of One's Own" (Rosemarie Tong); (18) "The Liberal Arts and Civic Education: Grounds for Inspired Teaching" (Ralph Ketcham); (19) "What Teaching Teaches Me: How the Holocaust Informs My Philosophy of Education" (John K. Roth); (20) "The Carnegie Professors of the Year: Models for Teaching Success" (John R. Lough); and (21) "What This Book Teaches Me" (John K. Roth). (Some essays contain references.) (JLS)

ED 401 794 HE 029 641

Cornesky, Robert A.
Six Steps to Quality. How To Plan and Implement a Continuous Quality Improvement Program for Colleges and Universities.
PUB DATE- Aug 96
NOTE- 90p.; For related documents, see HE 029 642-644.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Check Lists; College Outcomes Assessment; *Educational Improvement; *Educational Quality; Evaluation Methods; Formative Evaluation; Higher Education; Program Development; Quality Control; Teamwork
IDENTIFIERS- *Continuous Quality Improvement

This book is a guide to the implementation of Continuous Quality Improvement (CQI) in institutions of higher education. After an introductory chapter, each chapter focuses on one of six steps. The first step to implementing CQI in an institution of higher education is to educate the administration. The second step is

This study is the seventh in a series of investigations on the effectiveness of the Student Teams Achievement Division (STAD) approach to cooperative learning among college students. The STAD approach features heterogeneous teams of four to six students who tutor each other on course materials and prepare each other for weekly quizzes. Students take the quizzes individually, but are awarded bonus points on the basis of their team's mean quiz score. A total of 196 undergraduates in four sections of an educational psychology course were divided into STAD teams of five or six students, with half of the students being placed in new teams halfway through the semester. T-tests were performed on both groups in regard to quizzes, examinations, course ratings, and team member performance appraisals. The study found that being assigned to a new team at midterm had little or no effect on learning the course subject matter, evaluating the course, or evaluating teammates. Copies of course and team member evaluation forms are included. (Contains 11 references.) (MDM)

ED 401 813 HE 029 661

O'Brien, Colleen T.; Merisotis, Jamie P.
Life After Forty: A New Portrait of Today's--and Tomorrow's--Postsecondary Students.
PUB DATE- Oct 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Students; Age Differences; *College Students; Demography; *Educational Trends; Enrollment Trends; Higher Education; Long Range Planning; *Nontraditional Students; Postsecondary Education; Student Financial Aid; Student Needs; Training

This report is designed to increase understanding of the specific educational needs and accomplishments of the population aged 40 and over involved in postsecondary education and training, providing an array of statistical and descriptive data about older postsecondary students. Data indicate that students over 40 are rapidly increasing as a proportion of the total enrollment in formal higher education, generally attend classes part-time, and express as their greatest need training in their current jobs. Students over 40 have difficulty taking advantage of student services designed to assist them and are less likely to receive financial aid than younger students. Students over 40 generally earn better grades than younger students, but take longer to complete their studies. The report concludes that the demographic wave of students over age 40 could overwhelm the current infrastructure of traditional higher education institutions, especially when combined with the baby boom "echo" of students who will begin enrolling around the year 2000. (Contains 84 references.) (MDM)

ED 401 814 HE 029 662

Josten, LaVohn; And Others
Educating Nurses for Public Health Leadership. Project Report of the Interdisciplinary Graduate Program Models To Prepare Public Health Nurses for Leadership in a Changing Health Care System.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C. Div. of Nursing.
PUB DATE- 96
NOTE- 106p.
LANGUAGE- English

Quick Pay. Many of the campuses are not making full use of the more efficient and economical method of Quick Pay for payment. The audit also found that advance account payments were generally made in accordance with guidelines of SUNY and the Office of the State Comptroller (OSC). It also found, however, that most of the SUNY campuses do not periodically review the funding levels or the need for advance accounts as the OSC guidelines require. The auditors recommend that SUNY maximize the use of Quick Pay and that SUNY review all advance account funding levels regularly and return all unnecessary advance amounts to the State Treasury. The report also contains the response of SUNY officials agreed which was in agreement with the recommendations of the audit. (PRW)

ED 401 833 HE 029 683

Smith, Bobbi
Hidden Rules, Secret Agendas: Challenges Facing Contemporary Women Doctoral Students.
PUB DATE- 20 Apr 95
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Age Discrimination; Collegiality; *Doctoral Degrees; *Females; *Graduate Students; Graduate Study; Higher Education; Individual Development; Mentors; Role Conflict; *Sex Bias; *Sex Discrimination; Student Motivation; Womens Education

Studies indicate that, although enrollment and degree production by women doctoral students have increased, fewer women than men complete doctorates and women generally take longer than men to finish, in spite of the fact that women demonstrate equal if not superior performance levels on virtually every objective measure. Women who complete the doctorate are more likely than men to face unemployment or to be employed in part-time and non-tenure track positions. The male orientation of the academy, gender stereotyping, greater self-selection on the part of women, and role conflict experienced by women are factors contributing to this phenomenon. Institutional practices relating to research funding and financial support, the departmental climate, and mentoring relationships also serve to influence the progress of women. This study, based on e-mail interviews with 55 women doctoral students, attempted to identify the factors that contribute to persistence in women pursuing doctorates. Preliminary findings suggest that women pursue the doctorate for reasons of personal development rather than reasons of career, but encounter formidable obstacles in the process, including hidden agendas, unspoken rules, and silent sanctions on the part of the academy. An appendix (Contains 61 references.) (PRW)

ED 401 834 HE 029 684

Ryan, Barbara E.; And Others
College Alcohol Risk Assessment Guide. Environmental Approaches to Prevention.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 94

education in rural England were examined through case studies of the historical/geographical, economic/social, and political/public/administrative barriers to participation in four regions of England (East Sussex, Derbyshire, Cornwall, and North Yorkshire): "Introduction" (John Lowerson); "Case Study 1: East Sussex" (John Payne); "Case Study 2: Derbyshire" (John Payne); "Case Study 3: Cornwall" (John Payne); "Case Study 4: North Yorkshire" (Mike Boice); "Adult Education and Changing Roles of Women in Rural Communities" (Susan McGrath); and "Reflections" (John Lowerson). Among the various barriers identified in the papers are the following: the comparative expense of developing programs for small, relatively scattered potential cohorts; physical isolation compounded by transportation difficulties; the delicacy of local rural economics, patterns of material and cultural deprivation; limited opportunities for retraining and general learning in rural areas; national policymakers' unawareness of many rural problems; lack of cohesive policies at the national and local levels; and threats to already-sparse staffing in rural areas because of resource cutbacks. (MN)

17 references.) (Author/YLB)

ED 401 414 CE 072 905

Flecha, Ramon
Center of Research for Education of Adults (CREA): Some Crucial Issues.
PUB DATE- May 96
NOTE- 18p.; In: Constitutive Interplay midst Discourse of East and West: Modernity & Postmodernity Renderings in Adult & Continuing Education; see CE 072 896.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Students; *Educational Research; *Educational Theories; Foreign Countries; Numeracy; *Research Methodology; *Student Participation; Workplace Literacy

The Center of Research for Education of Adults (CREA) in Spain is working to overcome the constrictions of adult education theories through three orientations: it works in a horizontal and communicative way, it attempts to correct common misunderstandings, and its main focus is to develop a new critical theory for adult education. Research projects have focused on adult education participation, basic capacities of adult population, numeracy in the workplace, and communicative capacities and social development. Other activities include the following: communicative elaboration in laws of adult education, support for popular movements of adult education, development of critical theories of adult education, promotion of communities of learning, and development of communicative pluricultural perspectives. CREA also constructs models or schemes on why some adults participate and others do not and on methodology of research on adult education participation. In recent research on participation, CREA has combined quantitative and qualitative methodologies and created a critical communicative approach for research of the issue of adult education participation through the use of daily life stories and case studies. (Contains 26 references.) (YLB)

document includes a project report, an overview of the MAST skill standards for the 15 specialty areas, definition of occupational specialties, sample surveys, and a ranking of workplace competencies for each technology area/occupation.) (KC)

the industry. The document contains the following sections: a foreword; grant award letter; timeline for progress for the period October 1995 to September 1996; record of industrial assessment, including an industry-wide assessment of skills; dissemination/contacts for information and review, including a list of 47 industrial manufacturing associations and their addresses and a chart of Standard Industrial Classification and Dictionary of Occupational Titles codes that serve as an index to an industrial listing of industries, addresses, and telephone numbers; minutes of key meetings that provide insights into the skills standards development and curriculum update business; quarterly and annual reports of the program; and Internet applications and examples from the Internet that deal with MAST. A discussion of the partner occupational specialty assignments breaks out the primary and secondary responsibilities by center and specialty. Some practical evaluation models/tools are outlined and information on how to track industrial assessment efforts is provided. Evaluator reports are included. (YLB)

interagency communication, communication with the public and business and industry, and the federal role. Turf issues revolve around the relationship between K-12 and higher education and state and local turf. Two generic types of resource issues are funding and time. Equity is also an issue. (YLB)

ED 401 464 CE 072 988

Partee, Glenda
Ensuring All Students Access to School-to-Work Opportunity Systems in the States. Fifth in a Series on School-to-Work Implementation.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Disabilities; Dropouts; Economically Disadvantaged; Educational Research; *Education Work Relationship; Females; Limited English Speaking; Low Achievement; Nontraditional Occupations; Program Development; Rural Youth; Secondary Education; *Special Needs Students; *Statewide Planning; Talent

Using data from the Survey of State School-to-Work Opportunity Systems (1994), a study examined states' work in providing the necessary support to involve all students in school-to-work opportunity systems. The study focused on a time when the states were in the planning or very early implementation stages of school-to-work system development. Responses were received from 17 states detailing strategies targeting specific populations of youth, including the following: low-achieving students; students with disabilities; young women, including those interested in nontraditional employment areas; students from low-income families; students with limited English proficiency; students from rural communities with low population density; academically talented students; and school dropouts. The strategies tended to fall within one or more of the following categories: student supports (remediation, tutoring, counseling and career awareness, mentoring, special resource and materials development); restructured schools and new instructional methods (greater use of applied learning, integration of academic and occupational education, attention to student learning styles); expanded use of alternative learning opportunities; special work-based learning experiences designed to engage youth, and expansion and use of school-to-work models; technical assistance and staff inservice training; collaboration and partnership activities; comprehensive or multipronged strategies; and federal or state programs. (YLB)

IDENTIFIERS- Ontario

This manual was developed as a guide for setting up a workplace education program. Based on the Workplace Education Project (WEP) in Peterborough, Ontario, the manual contains nine chapters that provide details of the WEP and suggestions for implementing the process in other locations. The first chapter provides a rationale for a WEP program, and the second chapter suggests the key components necessary to determine a focus and a plan for a program. Chapter 3 suggests methods for approaching different sectors (manufacturing, health care, seasonal workers, and others); the implementation process is detailed in chapter 4. Steps in the process are as follows: initial contact, workplace needs assessment, implementation model, employer survey, information for employees, conducting employee interviews, learning plans, report to company, selecting the provider, starting the class, instructor liaison, and participant memos. Information gathering and storage are addressed in chapter 5, and marketing is discussed in chapter 6. Approaches to advocacy and support for employees, employers, and instructors are covered in chapter 7, followed by a chapter on program evaluation methods and an example evaluation from the WEP program. The final chapter lists resources: 3 videotapes, 24 publications, 8 newsletters, and 29 national and provincial or territorial contacts. (KC) dropout rate, the overall objective was to provide more personalized support for all students. The program established four goals, which included making at-risk students feel like they belong to the school community and helping such students develop the skills necessary to increase their sense of social responsibility. Thirteen activities were used to reach these goals, such as establishing support programs in the areas of peer tutoring, peer counseling, and peer mentorship and establishing school-community service projects. The program is unique in that it reaches across grades and provides services to students without segregating at-risk students. It also encompasses all aspects of the curriculum and seeks to draw together school and community resources on behalf of students. Although this program is relatively new, students, parents, and teachers have given it favorable reviews. (RJM)

(16) Structural Analysis; (17) Contextual Analysis; (18) Passage Reading; (19) Using Commercial Materials: Decoding Instruction; (20) Research on Decoding Instruction and Word Recognition; (21) Overview of Comprehension Instruction; (22) Vocabulary Instruction; (23) Specific Comprehension Skills for the Primary Level; (24) Specific Comprehension Skills for the Intermediate Level; (25) Narrative-Comprehension Strategies; (26) Direct Instruction in Content Area Reading; (27) Using Commercial Materials in Comprehension Instruction; and (28) Research on Reading Comprehension and Vocabulary Instruction. Appendixes present word lists; a list of 400 common words; an outline of lessons for beginning phonics programs; and basic vocabulary for beginning readers and suggestions for assessing student knowledge. (RS)

Student Advertising Competition (NSAC) team faculty advisor beliefs regarding the value of the competition for themselves and students. The value for the advisors is assessed according to intrinsic and extrinsic rewards, career goals, and tenure, promotion, and/or merit prospects. The value for students is assessed according to the educational, experiential, and career-orientation benefits afforded students who participate in the competition. A survey of 121 faculty advisors from all AAF districts contained 15 statements with responses to those statements arranged on a continuum interval scale from "strongly disagree to strongly agree," plus 4 open-ended questions regarding issues of, for instance, benefits and drawbacks for student competition. Results indicated that advisors believe an equitable extrinsic reward structure does not exist for them and suggest faculty advisor dissatisfaction or skepticism regarding extrinsic rewards attached to career advancement. Findings also suggest the strength of intrinsic rewards for both students and advisors. (Contains 5 tables of data and 12 references.) (Author/CR)

the instructor, and its filtration of social and linguistic context clues allows for an open and safe discourse. Instructors should guide discussions by first-year students by: creating an initial context for the discussion, setting norms, setting agenda, recognizing and prompting the participants, "meta-commenting," or dealing with problems in context, and waiting for a period of time before responding on-line, allowing time for reflective thought. In an effort to confront offensive and oppressive language, many universities have imposed both friendly speech codes and network usage agreements. Contains 24 references. (CR)

ED 401 558   CS 215 566

Ramage, John D.; Bean, John C.
The Allyn and Bacon Guide to Writing.
PUB DATE- 97
NOTE- 765p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Editing; *Freshman Composition; Higher Education; Problem Solving; Research Skills; *Rhetoric; Test Wiseness; Writing Assignments; *Writing Processes; *Writing Skills
IDENTIFIERS- *Writing Contexts; Writing Thinking Relationship

Integrating up-to-date composition theory with pedagogical research in critical thinking and inquiry, this book presents a flexible organizational structure to accommodate a range of freshman composition course designs and to engage students intellectually in problem-centered writing activities to prepare them for academic tasks across the curriculum. The book emphasizes problem posing and inquiry, and writing as a rhetorical act. Chapters in the book are: (1) Posing Problems: The Demands of College Writing; (2) Pursuing Problems: Exploratory Writing and Talking; (3) Solving Content Problems: Thesis and Support; (4) Solving Rhetorical Problems: Purpose, Audience, and Genre; (5) Seeing Rhetorically: The Writer as Observer; (6) Reading Rhetorically: The Writer as Strong Reader; (7) Writing an Autobiographical Narrative; (8) Writing an Exploratory Essay; (9) Writing an Informative (and Surprising) Essay; (10) Analyzing Images; (11) Analyzing Numerical Data; (12) Analyzing a Short Story; (13) Investigating Questions about Cause and Consequence; (14) Writing a Classical Argument; (15) Making an Evaluation; (16) Proposing a Solution; (17) Writing as a Problem-Solving Process; (18) Composing Closed-Form Prose; (19) Revising Closed-Form Prose; (20) Creating Open Forms; (21) Working in Groups to Pose and Solve Problems; (22) Focusing a Problem and Finding Sources; (23) Using and Citing Sources; (24) Electronic Writing and Research; and (25) Essay Examinations: Writing Polished Prose in a Hurry. A guide to editing (consisting of six handbooks) is attached. (RS)

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Educational Trends; Elementary Secondary Education; Faculty Development; Higher Education; *Scholarship; *Speech Communication; *Teaching (Occupation)
IDENTIFIERS- Carnegie Foundation for Advancement of Teaching; Dichotomies; Researcher Role; *Teaching Perspectives

A benchmark for conceptualizing the relationship between teaching, research, and service was provided 6 years ago by the Carnegie Foundation for the Advancement of Teaching. The foundation maintained that the relationship between teaching, research and service was at present of benefit to no one, least of all the student. Therefore it put forth a model for the way in which scholarship should function--in short, as means of discovering, integrating, applying, and transmitting knowledge--but that model was, frankly, unimaginative and unpersuasive. A new model must be considered because, in truth, the survival of communication as a discipline depends on improved relationships between teaching, research, and service. To begin with, the influence of a number of external contexts must be considered: (1) the state legislatures' devaluation of research; (2) the new business-like approaches to university administration; and (3) the new attitudes regarding the student as customer or client. In the discipline of communication, service has been slighted; dichotomous thinking about teaching and research is pervasive. To transcend this thinking what the discipline needs to do is define itself in a way that intimately links teaching, research, and service as essential, mutually defining, and simultaneous dimensions of its scholarly enterprise. It needs to find a long-term learning orientation that brings together K-12 communication and college communication. Finally, the discipline needs to think of ways to transcend the research/teaching dichotomy. (TB)

public opinion and influence behavior. Specific attention was given to announcement verbal, visual, and dramatic elements. Five categories surfaced as being most commonly used in PSAs: analogy, burlesque, caricature, parody, and satire; examples of each type serve to illustrate how these humorous PSAs work. Some suggestions for using humor effectively in PSAs inclue: verify that the campaign and subject matter are appropriate; identify the target audience and campaign objectives sought; use a single unified theme over and over; employ positive reinforcement of behavior; and bring media gatekeepers and community opinion leaders into the process. (Contains 55 references and a table of the PSAs analyzed.) (Author/NKA)

ED 401 595   EA 027 548

Johnson, James H.
Data-Driven School Improvement. ERIC Digest, Number 109.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Action Research; *Data Analysis; *Data Collection; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Student Evaluation
IDENTIFIERS- ERIC Digests

With accurate information, educators are better able to make effective decisions. Besides being used to assess student performance, a complete program of data collection and use can also show educators how management skills, individual learning styles, and other elements affect student achievement. This digest provides an overview of how collecting data on student learning in a timely and accurate manner can be used to improve schools. It discusses the role of data in improving education, the types of data that should be collected, the role of teachers as researchers, the effective uses of data, and the steps that schools can take to improve their use of data. (Contains nine references.) (LMI)

that children and adults bring to school; and (3) examine how a knowledge-construction approach affects how teachers are evaluated and how students are assessed. The program encouraged the development of more authentic assessment and evaluation systems built around better understanding of knowledge-construction and reflective practice. Data from interviews with 10 administrators--2 from higher education, 6 from public schools, and 2 from state agencies--were used to create narratives of practice. The data indicate that leadership is better understood as a complex set of characteristics and motivations embedded in practice rather than as a simple recipe to follow, and that leadership is both a linear and nonlinear construct. The following themes emerged from the narratives: the administrators made choices to do something positive; identified a core set of values and beliefs by which to operate; and recognized the importance of organizational culture. Two of the narratives raise issues pertaining to standards-based education. Text from the 10 narratives is included. Appendices contain background information about the project participants and a sample permission statement. (Contains 37 references.) (LMI)

Hatley, Richard V.; And Others
Evaluating the Design, Implementation, and Impact of a Non-Traditional Cohort Ed.D. Program in Educational Leadership and Policy Analysis.
PUB DATE- Oct 96
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Doctoral Programs; *Educational Administration; Educational Innovation; Graduate Study; Higher Education; Problem Solving; Program Effectiveness; Program Evaluation; Theory Practice Relationship

Leaders within the professional practices of law, medicine, business administration, and school leadership share the common challenge of designing, implementing, and evaluating programs of study that integrate sophisticated levels of knowledge of content and deep understanding of the strategies and skills required for practice problem solving. This paper presents findings of an evaluation of an innovative Ed.D. program within the Department of Educational Leadership and Policy Analysis at the University of Missouri-Columbia. The program is structured around four thematic focus blocks rather than the traditional course design. The evaluation, the first two phases of a 3-year action-research project, focused on students' perceptions of the effects of instructional Themes 1 (fall semester 1995) and 2 (winter semester 1996). Data were collected from three sources: (1) a survey of cohort program students; (2) interviews with cohort faculty; and (3) interviews with faculty and administrators from the regular on-campus educational leadership program. Findings indicate that the program has had a positive impact on students' cognitive growth and professional development. Content, instructional strategies, and experiential learning activities for both Theme 1 and Theme 2 were well received by students. Faculty members' and administrators' perceptions of the program's impact on their own practice and on the department's on-campus instructional programs varied with their own level of involvement with the cohort program. Two tables are included. (Contains 16 references.) (LMI)

Cornerstone to Effectiveness" (Raymond G. Romanczyk). The next three chapters address the subject of personnel: "Identifying Qualified Professionals in Behavior Analysis" (Gerald L. Shook and Judith E. Favell); "Recruiting, Selecting, and Training Teaching Assistants" (Jack Scott); and "The UCLA Young Autism Model of Service Delivery" (O. Ivar Lovaas). The practical aspects of program organization and funding are considered in "Community-Based Early Intervention for Children with Autism" (Ronald C. Huff) and "Funding the Behavioral Program: Legal Strategies for Parents" (Mark Williamson). Two chapters focus on working with a speech-language pathologist: "Incorporating Speech-Language Therapy into an Applied Behavior Analysis Program" (Robin Parker) and "Strategies for Promoting Language Acquisition in Children with Autism" (Margery Rappaport). The next two chapters are on working with schools: "What Parents Can Expect from Public School Programs" (Andrew Bondy) and "Supported Inclusion" (Susan C. Johnson and others). The last five chapters, targeted to parents, offer answers to commonly asked questions (prepared by Stephen C. Luce and Kathleen Dyer) and four personal accounts by parents: "In Search of Michael" (Margaret Harris); "Rebecca's Story" (Elizabeth Harrington); "Brandon's Journey" (Cyndy Kleinfield-Hayes); and "Peter's Story" (Elizabeth Braxton). (Individual chapters contain references.) (DB)

Program Effectiveness; *Reading Comprehension; *Reading Improvement; *Reading Instruction; *Reading Strategies; Remedial Instruction; Remedial Reading; Staff Development; Study Skills; *Textbooks; Vocabulary Development
IDENTIFIERS- Academic Accommodations (Disabilities)

This report discusses a practicum designed to offer support strategies to 55 at-risk students in the eighth grade, 53 of whom indicated they were unable to read their present textbooks even with teachers' help and guidance. The major goals of the intervention were to assist the at-risk students in achieving a score of 70 percent in all content areas on the Iowa Test of Basic Skills, in successfully reading their textbooks, and in recognizing vocabulary concepts. Students were taught study-type reading skills to organize textbook content in a way that would facilitate students' attempts to review and retain the information. Eighth-grade teachers were trained to adapt the textbooks in their area of content. Several strategies were used to improve the reading comprehension of the at-risk students, such as Read-Encode- Annotate-Ponder and the Self-Monitoring Approach to Reading and Thinking. Results of the practicum indicated 50 of the 55 students achieved an acceptable score of 70 percent in all content areas and were able to read the existing textbooks. (Contains 44 references.) (CR)

"Neuroimaging in Attention-Deficit/Hyperactivity Disorder" (Monique Ernst); (6) "Neuroimaging Studies of Autism" (Judith M. Rumsey); (7) "The Contribution of Neuroimaging to Behavioral Neurogenetics Research: Fragile X Syndrome, Turner Syndrome, and Neurofibromatosis-1" (Allan L. Reiss and Martha Bridge Denckla); (8) "Neuroimaging Studies of Children with Epilepsy" (William D. Gaillard); (9) "Brain Structure and Function in Pediatric Acquired Immunodeficiency Syndrome" (Pim Brouwers and others); (10) "Predicting Outcomes for Infants and Young Children by Using Neuroimaging Technology" (Rachelle Tyler and Judy Howard); and (11) "Neuroimaging and Developmental Disorders: Comments and Future Directions" (G. Reid Lyon and Judith M. Rumsey). References accompany each paper. (DB)

ED 401 690   EC 305 181

Talor, Charles R.; And Others
Relationships of Participant Selection and Cost Factors of Service Delivery across Rehabilitation Agency Types. Monograph I: Defining Rehabilitation Agency Types.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Agency Cooperation; *Blindness; Classification; *Delivery Systems; National Surveys; *State Agencies; Visual Impairments; *Vocational Rehabilitation

This monograph reports on a study concerning client acceptance and rates of rehabilitation in vocational programs for individuals who are blind. In this study, a national survey of state agencies for the blind examined characteristics of different agencies and developed classification criteria to distinguish agencies into logical groups based on lines of authority, funding, and operating procedures. Administrative staff of agencies of all 50 states were surveyed for the 1989 fiscal year with a questionnaire which assessed: (1) whether a program had or did not have separate program administration and control over vocational rehabilitation services for people with blindness or severe visual impairments; (2) different types of programs containing some form of specialized administration of services for individuals who are blind; (3) relationships among linked agencies; and (4) special characteristics of "partially combined" agencies. A table presents responses to the eight questions of the agencies of all 50 states. Results indicated that 24 agencies had sufficient independence to be classified as having a "separate" administrative structure; agencies in 10 states had a "combined" agency structure; six states had a "partially combined" agency structure; and the remaining 10 states had a general approach to administration of services to persons who are blind. (Contains 11 references.) (DB)

Standards; national education goals for the year 2000; three examples of elementary school foreign language teacher competencies (Iowa State University, North Carolina/Center for Applied Linguistics, and National Teacher Partnership Institute); and a 1993 survey on teacher education and preparation for elementary school foreign language learning administered by Advocates for Language Learning. (MSE)

ED 401 710 FL 023 265

Payne, David, Ed.
Notes on Linguistics, 1995.
PUB DATE- 95
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Computer Software; Conferences; Deafness; Discourse Analysis; Distinctive Features (Language); Doctoral Dissertations; Grammar; Indexes; *Language Research; *Language Role; *Linguistic Theory; *Reference Materials; Research Methodology; *Structural Analysis (Linguistics); Uncommonly Taught Languages

Four issues of this journal contain articles, dissertation abstracts, reviews, remarks and rejoinders, conference reports, and announcements of publications and professional matters relating to linguistics and language research. The substantive articles contained in these issues include: "FIESTA--A Linguistics Text Tool" (E. Clay Johnston); "Distinctive Features" (Steven Marlett); "Combining Functional and Formal Approaches to Language" (Robert A. Dooley); "Reference Grammars" (Thomas E. Payne); "Endonyms and Exonyms" (John W. M. Verhaar); and "Language and the Deaf" (Steve Parkhurst, Diane Parkhurst). (MSE)

NOTE- 149p.; Contains small, light type that may not reproduce well.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Conversational Language Courses; Cultural Awareness; Cultural Education; Daily Living Skills; Foreign Countries; *French; *Grammar; Idioms; Interviews; Introductory Courses; Language Patterns; Problem Solving; Proverbs; Role Playing; Second Language Instruction; *Second Languages; Tenses (Grammar); Verbs; *Vocabulary Development; Volunteer Training
IDENTIFIERS- *Peace Corps; Tunisia

The instructional materials in French are designed for use by language trainers of Peace Corps volunteers serving in francophone Tunisia, to supplement situational language and grammar instruction. A brief introductory section offers strategies for teaching verb tenses. The diverse materials that follow include lists of situational questions in various tenses, lists of sentences for translation from English to French, notes on using photographs for classroom instruction, brief texts in French with vocabulary underlined, notes on having students conduct and report on out-of-class interviews, a series of interview questionnaires and project topics, questions formed in different tenses, verb conjugation exercises, a series of brief stories and comprehension exercises, a list of common expressions in erroneous French, lists of class discussion and presentation topics, topical Tunisian vocabulary lists, popular expressions and idioms, Americanisms, role-playing topics, a press conference exercise, problem-solving exercises, and a list of proverbs. (MSE)

NOTE- 101p.; For individual papers, see FL 024 253-257.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Adult Education; *Applied Linguistics; Class Activities; Classroom Techniques; Contrastive Linguistics; *English (Second Language); Immigrants; Language Research; *Language Tests; *Linguistic Theory; *Parent Empowerment; Parent Participation; Parent Role; Pragmatics; Refugees; Second Language Instruction; Second Language Learning; *Second Languages; Sociocultural Patterns; Test Construction
IDENTIFIERS- Americans (United States); Japanese People; Requests

Five papers in diverse areas of linguistics in education are presented. "Second Language Learning through Interaction: Multiple Perspectives" (Teresa Pica) looks at the variety of theoretical approaches to interaction in second language learning, and how an interactionist perspective lends weight to a number of theories. "Acquaintance or Fiancee: Pragmatic Differences in Requests between Japanese and Americans" (Mitsuo Kubota) contrasts culture-based speech styles and strategies for making requests. In "Investigating the Structure of Discourse Completion Tests" (Manka Varghese, Kristine Billmyer), the effect of systematic modification to discourse completion tests' situational prompts on learners' response is investigated. "Dictogloss: Is It an Effective Language Learning Task?" (Toshiyo Nabei) examines learners' interaction in one stage of dictogloss testing and how it may affect second language learning. "ESL and Parental Empowerment" (Daryl Gordon) examines the role of language in the acculturation process in immigrant and refugee families and draws implications regarding how the English-as-a-Second-Language class functions to empower parents. (MSE)

MacArthur/Ford/Hewlett-supported Regional Program of Graduate Fellowships in the Social Sciences for Mexicans and Central Americans; and (9) Rotary Foundation Ambassadorial Scholarships. Each profile provides background information on the program, describes policy on women's participation, and makes observations on women's participation, including statistics. A concluding chapter summarizes salient findings of the study which include: access to information is fundamental to any meaningful attempt to increase women's participation; mandates do matter; fairness particularly in the selection process is essential, and the key to fairness is professionalism; terms and conditions of scholarship have an impact on women's decisions to apply for and/or accept such awards; and even as programs seek to facilitate the greater participation of women, they are not well equipped to help their alumnae build upon their achievements once they return home. Proceedings of a December 4, 1995 symposium on this topic are summarized in an appendix. (MSE) for the administration to take a leadership role by making a firm commitment, and the third step is to establish quality awareness throughout the institution by having employees educated in CQI, establishing quality advisory councils and quality improvement teams. The fourth step is measurement of all performances, processes, and procedures followed by standardization of the methods for measuring the cost of quality; the determination of the cost of quality and the cost of non-conformance for all major processes and systems; and graphic display of the results. The fifth step is to define unit, department, and institutional goals based on the data collected and the implementation of corrective action steps by the quality improvement teams. The sixth is to recognize those individuals, teams, and units/departments that have done an outstanding job in identifying problems and in taking corrective action. (Contains 45 references.) (JLS)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Descriptions; Degree Requirements; *Graduate Study; Higher Education; *Leadership Training; Masters Degrees; Models; *Nursing Education; *Public Health; State Universities
IDENTIFIERS- *University of Minnesota

This report discusses the role of graduate nurses in public health leadership and the development of new models of graduate education to prepare nurses for public health leadership. It reviews the need for graduate nurses in public health leadership positions, the health needs of the population, the role of public health in a changing health care system, and the need for nurses to have skills in public health. The report then examines the current status of graduate education to prepare nurses for public health leadership roles. Three degree models for graduate education developed at the University of Minnesota are then reviewed: (1) a master of science in nursing with an emphasis in public health nursing and a focus in essential public health sciences; (2) a dual master's degree in public health nursing and public health administration, maternal and child health, epidemiology, environmental/occupational health, community health education, or public health nutrition; and (3) a master's degree with emphasis in public health nursing and a focus in public health and related fields. Two appendixes provide course descriptions and a literature review. (Contains 55 references.) (MDM)

NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; Alcoholism; College Environment; *Drinking; Drug Education; Drug Use; Health Education; *Higher Education; Intervention; Models; *Prevention; *Risk Management; School Community Relationship

This guide suggests methods and exercises for gathering and organizing information about alcohol use and associated adverse consequences on university campuses and in surrounding communities. The guide is intended to assist individuals and groups in identifying and modifying risks that contribute to alcohol-related problems. Alcohol problem prevention is defined as the avoidance of problems related to alcohol use, such as social disruption--including lost academic opportunities--injury, property damage, disability, disease, and premature death. Strategies offered to prevent alcohol problems reflect a public health perspective, which focuses on communities, not individuals. After an introductory chapter, the guide describes problem-oriented prevention and introduces the SARA model (scanning, analysis, response, and assessment) which organizes the recommended approach. Each of these four model components is then explained in the following four chapters. Scanning is seen to involve development of a campus profile; analysis, the identification of information needs and problem definition; response, the implementation of actions to reduce problems; and assessment, the measurement of an intervention's effectiveness and reassessment of priorities. Appendices include exercises for implementing the steps, sample survey instruments, and an annotated list 12 print, non-print, and organizational resources. (PRW)

ED 401 835 HE 029 685

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Research and Creative Activities Abroad: 1996-1998.
PUB DATE- 96
NOTE- 450p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Annotated Bibliographies; College Students; Continuing Education; *Creative Activities; Foreign Countries; Graduate Students; Higher Education; High Schools; Postdoctoral Education; Professional Continuing Education; Professional Development; Program Descriptions; *Research Projects; *Student Financial Aid; *Study Abroad

This reference book offers information about 1,300 funding opportunities (scholarships, fellowships, loans, grants, awards, and internships) open to Americans interested in research, creative, professional, or related activities abroad. The directory is divided into three separate sections: a descriptive list of financial aid programs established to support research and creative activities abroad; an annotated bibliography of directories listing general financial aid programs; and a set of five indexes. The first portion describes the financial aid programs which are grouped in four chapters aimed at specific population groups: (1) high school and undergraduate students; (2) graduate students; (3) postdoctorates; and (4) professionals or others. Within each chapter entries appear alphabetically by program title. The information for the profiles was supplied in response to questionnaires distributed through January, 1996. The annotated bibliography of general financial aid directories lists 60 key directories published in the 1990's that describe domestic programs and resources available for use in the United States. The directories are listed by type of program and each entry contains basic bibliographic information and an annotation specifying scope, arrangement, publication history, and special features. The directory contains five indexes, a program title index, a sponsoring organization index, a geographic index, a subject index, and a calendar index. (PRW)

ED 401 836 HE 029 686

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Study and Training Abroad: 1996-1998.
PUB DATE- 96
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Annotated Bibliographies; College Students; Continuing Education; *Educational Opportunities; Foreign Countries; Graduate Students; Higher Education; High Schools; Postdoctoral Education; Professional Development; Program Descriptions; *Student Financial Aid; *Study Abroad; *Training

This directory provides current information about over 1,000 funding opportunities (scholarships, fellowships, loans, grants, awards, and internships) open to Americans interested in structured or independent study abroad. The directory is divided into three separate sections: a descriptive list of

ED 401 855 HE 029 708

Wenniger, Mary Dee, Ed.
Women in Higher Education, 1996.
PUB DATE- 96
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; College Administration; College Athletics; College Faculty; Comparable Worth; *Educational Environment; *Females; Feminism; *Higher Education; Leadership; Newsletters; *Organizational Change; *Sex Discrimination; Women Administrators; Womens Athletics; Womens Education
IDENTIFIERS- Bennington College VT; Ohio State University; University of Akron OH; University of Michigan

This document consists of the issues of a 1996 newsletter on women students, teachers, and administrators in higher education. Each issue includes feature articles, news on higher education, profiles of significant people in the field, and job announcements. The issues' main articles concern: (1) a successful campaign to increase female representation throughout the University of Michigan campus; (2) how downsizing integrated work/family issues on the Ohio State University campus; (3) American Bar Association suggestions on how to end law school sexism; (4) Bennington College's efforts to link student and academic services; (5) how leaders can create ethical campus climate; (6) the stir caused by a poster of women artists 24 years after its creation; (7) how homophobia intimidates women athletes; (8) organizations' need for the human spirit; (9) campuses joining to "right the standard" that waivers; (10) maintaining diversity amid threats to affirmative action; (11) University of Akron women fighting back after gender purge; and (12) a consultant's prediction that in 10 years, half of Higher Education Chief Executive Officers will be women. Individual issues also contain additional articles, news items, research briefs. (MAH)

ED 401 856 HE 029 709

New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994).
PUB DATE- 95
NOTE- 586p.; For individual tracks, see HE 029 710-716.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Colleges; *Computer Networks; Computers; Cooperation; Cooperative Programs; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Models; *Partnerships in Education; *Professional Development; Technological Advancement; Universities
IDENTIFIERS- Campus Wide Information Systems; *CAUSE National Conference; Customer Relations

This document presents the proceedings of a conference on new opportunities for partnerships within and among higher education institutions. Seven tracks, with seven to eight papers in each track, address the themes of: (1) partnering and partnerships in general; (2) customer-focused partnerships and collaboratives; (3) information as a strategic resource; (4) networking at the campus and state level; (5) new technology

ED 401 872 IR 018 131

Lazarus, Wendy; Lipper, Laurie
The Parents' Guide to the Information Superhighway: Rules and Tools for Families Online.
PUB DATE- Sep 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Computer Mediated Communication; Computers; Elementary Secondary Education; Guidelines; Information Skills; Information Systems; Information Technology; *Internet; Learning Activities; Online Searching; *Online Systems; *Parent Child Relationship; Parent Participation; *Parent Role; Parent School Relationship; School Community Relationship
IDENTIFIERS- Access to Computers; Child Safety; *Connectivity; Etiquette

Computers and online services are becoming a part of children's lives. This guide is designed to introduce parents to the Information Superhighway and to parenting in a world of computers and new forms of media. Prepared by the Children's Partnership, with assistance from the National PTA and the National Urban League, this guide provides tools and rules for parents to use with children at home, at school, and in the community. The guide helps parents gain an understanding of the technology, learn what is at stake for them and their children, and how they can help their children reap the benefits of the information age. The following sections are included: (1) "What is the Information Superhighway?"; (2) "What's at Stake--Why Computers Matter to Your Child"; (3) "What Does Using Computers Actually Do for Your Child?"; (4) "When Is Your Child Ready?"; (5) "Have We Been Here Before?"; (6) "Some Basic Rules"; (7) "Setting Up To Go Online"; (8) "Alternatives to a Home Computer"; (9) "How Can You Find Good Places To Go and Things To Do Online?"; (10) "How Can You Keep Your Child Safe Online?"; (11) "At School--Getting Involved with Technology"; and (12) "Helping Ensure that All Children Have an On-Ramp." Includes appendices with resources for further help and a glossary. (Author/SWC)

ED 401 873 IR 018 135

Marsh, Merle; Alden, Sally Bowman, Ed.
Everything You Need To Know (But Were Afraid to Ask Kids) about the Information Highway (Including Some Suggestions & Ideas that Your Children May Not Even Know--Yet!).
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Children; *Computer Mediated Communication; Computers; Disabilities; Electronic Mail; Elementary Secondary Education; Futures (of Society);

ED 401 889 IR 056 131

Shiflett, Lee
Louis Shores: Defining Educational Librarianship.
PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; Biographies; Leadership; *Librarians; Library Directors; Library Education; *Library Role; Library Schools; Library Science; Poets; Users (Information)
IDENTIFIERS- American Library Association; Florida State University; *Library History; *Shores (Louis); Societal Impact

Louis Shores (1904-1981) was one of the undisputed intellectual leaders of librarianship in the 1960s. By that time, Shores had already established a national reputation in the field of reference work and had become prominent in education for librarianship. His lifelong commitment to his profession centered around his intense belief in the power of libraries to enhance the lives of their patrons; Shores insisted that libraries mattered only to the degree that they connected with people and touched their lives. With the zeal of a true believer, he fought to incorporate teaching functions into librarianship and create programs of library education and training. This biography provides an account of Shores's life, and the complex character and career of this librarian, poet, social activist, and maverick educator. As a librarian and library educator, Shores' contributions were numerous, though largely unrecognized by official markers. Shores served as the head of two library schools, at Peabody College and Florida State University, and was responsible for the establishment of what is now the Reference and Adult Services Division of the American Library Association. Includes a subject index. (Author/SWC)

ED 401 890 IR 056 132

Neely, Teresa Y., Ed.; Abif, Khafre K., Ed.
In Our Own Voices: The Changing Face of Librarianship.
PUB DATE- 96
NOTE- 434p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Background; *Equal Opportunities (Jobs); *Ethnic Groups; *Librarian Attitudes; Librarians; Library Associations; *Library Education; Library Role; *Library Science; Personal Narratives; Racial Attitudes; *Racial Bias; Racial Composition; Racial Discrimination
IDENTIFIERS- *Fairness

This volume contains articles by culturally diverse librarians who share their experiences in the transition from library school to library work. The librarians detail their introduction to librarianship, their encounters with racism, and their desire to succeed in a profession that has not always lived up to its pledge of fairness and equal opportunity. Includes the following articles: (1) "Reflections from the Past, Present, and Future" (Jose A. Aguinaga); (2) "An Accent on Reference" (Gloria De Alfaro); (3) "Mexican American Mountaineer" (Monica Garcia Brooks); (4)

ED 401 908 IR 056 183

Schrader, Alvin M.
One Field or Two? A Definitional Analysis of the Relationship between Library Science and Information Science.
PUB DATE- Jan 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Definitions; Differences; Etymology; Foreign Countries; *Information Science; *Library Science; Literature Reviews; *Semantics; Vocabulary
IDENTIFIERS- *Conceptual Analysis

This study addresses the problem of an adequate distinction between the concepts of library science and information science. The study identifies and analyzes the definitions of these and related terms that have appeared in English-language literature over the past century, and evaluates the logical adequacy of the linguistic expression of these terms. The definitions were examined using the philosophical method of conceptual or definitional analysis. In this examination, several levels of linguistic expression about a domain were identified and analyzed: the name, the nature, the content, the focus, and the function. The analysis of the definitional literature reveals a domain in crisis over its central identity. The literature is characterized by disagreement, contradiction, and inconsistency in the terms used to conceptualize the domain. The absence of conceptual rigor is manifest in the previous attempts to distinguish information science from library science. In order to advance conceptualization and consensus about the domain, there is need for a vision beyond science, beyond technology, and beyond professionalism, to a more basic level of understanding. A unifying theory is needed, one that will map out a unique domain, ground its central function and technology in a societal context, synthesize and simplify its terminology, and articulate an agenda of problems for inquiry. (Contains 82 references.) (Author/SWC)

ED 401 909 IR 056 184

LaGuardia, Cheryl; And Others
Teaching the New Library: A How-To-Do-It Manual for Planning and Designing Instructional Programs. How-To-Do-It Manuals for Librarians, Number 70.
PUB DATE- Nov 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Futures (of Society); Information Skills; Information Technology; *Instructional Development; *Library Instruction; Library Role; *Library Science; Program Development; Skill Development; Users (Information)

This book sets an agenda and a direction for the immediate future of libraries and fills the gap between what readers might have

ED 401 927 IR 056 202

Lopeman, Holly
The Development of an Electronic Interlibrary Loan Form at the Ohio State University Prior Health Sciences Library: A Survey.
PUB DATE- Dec 95
NOTE- 50p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Access to Information; Computer Networks; Computers; Computer Uses in Education; Higher Education; Information Retrieval; *Interlibrary Loans; *Library Automation; Library Materials; *Library Surveys; Online Systems; *Records (Forms); Shared Library Resources; *User Needs (Information); World Wide Web
IDENTIFIERS- *Access to Computers; Computer Use; Gopher; *Ohio State University; Telnet

A survey of computer hardware and software access, network familiarity, and systems use was conducted to determine the optimum placement of two newly developed electronic Interlibrary Loan (ILL) forms at the Ohio State University Health Sciences Library. A sample of 205 ILL users were mailed a questionnaire, with a resultant 72% (n=148) response rate. The majority of respondents were graduate students; other respondents included faculty, staff, and undergraduates. Findings include: (1) most respondents would prefer to place their interlibrary loan request through the campus computing network; (2) most patrons surveyed would like to have their ILL materials mailed to their campus office, and the second most popular preference was receipt through the campus computing network; (3) 45% of respondents have access to a computer with telecommunications abilities at both their home and their office; (4) 33% of respondents are active in their university computer accounts more than once each day; and (5) gopher is still the favorite Internet resource, followed by telnet and the World Wide Web. Results of the study conclude that the best places for the two new ILL forms are through the campus gopher and on the World Wide Web. Appendices include a list of "other" patron types, data tables, Web and gopher ILL forms, correspondence, and the access questionnaire. (Author/SWC)

ED 401 928 IR 056 203

Daugherty, Patrick
Survey of Students Enrolled in Kent State University's SLIS Program, Spring 1996.
PUB DATE- May 96
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Comparative Analysis; *Educational Assessment; Higher Education; Information Science Education; Library Education; *Library Schools; Program Effectiveness; *School Effectiveness; *Student Attitudes; *Student Surveys; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Kent State University OH; *Student Satisfaction

This study analyzed the results of a questionnaire distributed to all students enrolled at the Kent State University School of Library and Information Science (Ohio) at its main campus in

ED 401 946 IR 056 222

Ling, Evelyn R.
Archives in the Church or Synagogue Library. CSLA Guide No. 10. Second Revised Edition.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Archives; Cataloging; Churches; Information Storage; Library Collection Development; *Library Development; Library Materials; *Library Technical Processes; *Preservation; *Records Management
IDENTIFIERS- *Church Libraries; Historical Materials; *Synagogue Libraries; Synagogues

The Church and Synagogue Library Association is a nonprofit association that provides educational guidance in establishing and maintaining congregational library service. This guide for congregational libraries is a detailed manual of instruction for the establishment, reorganization, and use of archives in a congregation. It is geared especially to making the archives a part of the library, but can be used for archive planning in general. Chapters include: (1) Why Have Archives? (2) Getting Started; (3) Selecting Materials; (4) Processing (Arranging and Describing); (5) Preserving and Storing; (6) Recipes for the Archivist; (7) Using Your Archives; and (8) Guidelines for Cataloging Archives. Appendices include sources for archival materials, a bibliography, and footnotes. (Author/SWC)

ED 401 947 IR 056 223

Commission on Preservation and Access Newsletter, 1996.
PUB DATE- 96
NOTE- 54p.; For the 1995 newsletter (issues 74-77, 79-84), see ED 389 323.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Information; *Archives; Documentaries; *Electronic Text; Fair Use (Copyrights); Foreign Countries; Information Retrieval; *Information Storage; International Programs; Libraries; Library Cooperation; Newsletters; *Preservation; Printed Materials; Records Management
IDENTIFIERS- Canada; *Commission on Preservation and Access; Digital Technology; National Endowment for the Humanities; Paper Deacidification; Russia

The Commission on Preservation and Access was established to foster and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary record in all formats and to provide enhanced access to scholarly information. The Commission's newsletter keeps preservation and access personnel updated on current national and international developments, issues, and technologies in the field. This document contains 10 issues of the newsletter published in 1996 (July-August and November-December are combined issues). Highlights include: a report on the archiving of digital information (January); a conference of the Commission of the European Union and the Task Force on Digital Information on long-term access to electronic

ED 401 965 JC 970 001

Retention/New Student Survey--Spring 1995. Parts 1 and 2.
PUB DATE- Jun 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Dropout Research; *Participant Satisfaction; *Predictor Variables; *School Holding Power; Self Evaluation (Groups); *Student Attitudes; *Student Attrition; *Student Characteristics; Student Participation; Student Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- Moraine Valley Community College IL

In spring 1995, Illinois' Moraine Valley Community College (MVCC) conducted a two-part survey of a random sample of 800 new students to determine their activities, satisfaction with college services, problems at the college, and sources of help. In addition, variables associated with the student retention and attrition through 1995-96 were identified. Study findings, based on usable responses from 288 students, included the following: (1) respondents were 62% female and 89% White, while 78% indicated that they planned to transfer; (2) the most frequent activities at MVCC cited by students were participating in class discussions, socializing with other students, and writing term or research papers; (3) the most commonly cited difficulties at the college were finding self-discipline to study, problems with mathematics, and financial difficulties; (4) 73% of the respondents preferred to work out their problems by themselves, with only 22% indicating that they had talked to a counselor or instructor; (5) the spring-to-fall retention rate for survey respondents was 76%, compared to 63% for non-respondents; and (6) variables found to be significantly related to retention included plans to re-enroll at MVCC, hours employed, credit hours attempted, the use of the library, student age, and difficulties in attending class. A list of characteristics not significantly related to retention is appended. (AJL)

ED 401 966 JC 970 002

Ethnic Student Survey--Fall 1995.
PUB DATE- Jul 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; Community Colleges; Comparative Analysis; *Ethnic Groups; Hispanic Americans; Minority Groups; *Participant Satisfaction; Self Evaluation (Groups); *Student Attitudes; Two Year Colleges; *Two Year College Students; Whites
IDENTIFIERS- Moraine Valley Community College IL

In fall 1995, Illinois' Moraine Valley Community College (MVCC) conducted a survey of a random sample of 1,447 current students to gather information on their attitudes and goals and to compare responses for Asian, Black, Hispanic, and White students. Completed surveys were received from 433 students, including 53 Asians, 73 Blacks, 127 Hispanics, and 180 Whites. Study findings included the following: (1) 51% of the Black respondents had initially enrolled at MVCC to obtain an occupational degree or certificate, compared to 34% of Hispanic and 31% of both Asian and White respondents; (2) Asian

ED 401 985 JC 970 021

Thompson, Margaret
An Overview of Finance Services in the San Francisco Region: Some Possible Responses to a Changing Industry.
PUB DATE- Sep 96
NOTE- 17p.; Prepared by the School of Business and Office of Research and Planning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Banking; Business Education; College Role; Community Colleges; *Educational Needs; Education Work Relationship; Employment Opportunities; *Employment Patterns; *Finance Occupations; *Financial Services; *Needs Assessment; School Business Relationship; Two Year Colleges
IDENTIFIERS- City College of San Francisco CA

As part of a review of the finance program at California's City College of San Francisco (CCSF), a project was undertaken to explore trends in the banking and finance industry to identify pre-service and in-service training needs and determine CCSF's role in meeting those needs. A review of trends found profound changes in the banking and finance industry, including an expected 16% decline in banking jobs over the next 10 years due to increasing competition. Financial service jobs, particularly entry-level positions, are also disappearing, while the jobs that remain are changing in terms of duties performed. In 1994, two types of industry-developed skills standards were published for positions in the data and item processing, loan processing, and sales and service clusters. One type addressed foundation skills, such as mathematical, interpersonal, communication, basic technological, and thinking skills; a good personal work ethic; and basic industry knowledge. The other addressed occupational skills, describing key activities and performance indicators. To compete with other providers of in-service training for the industry, CCSF would need to provide very flexible, small group, on-demand training based on these skills and other technical skills related to new banking technologies. Based on these trends, it is recommended that CCSF develop a model workforce education program for the customer service/sales personnel cluster and that it monitor and respond to the industry's need for computer specialists. Contains 22 footnotes. (AJL)

ED 401 986 JC 970 023

Head, Ronald B.
Report on Occupational/Technical Programs at Piedmont Virginia Community College. Research Report No. 2-96.
PUB DATE- Nov 96
NOTE- 151p.; For the 1995 report, see ED 382 280.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Business Education; *College Outcomes Assessment; Community Colleges; Employment Opportunities; *Enrollment Rate; *Enrollment Trends; Participant Satisfaction; *Program Effectiveness; Program Validation; *Technical Education; Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- Piedmont Virginia Community College

Part of an annual review of occupational/technical programs at Piedmont Virginia Community College (PVCC), this report

ED 402 004 PS 024 480

Brown, J. Larry
Summary of State Welfare Waiver Requests.
PUB DATE- 13 Oct 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Children; Definitions; *Family (Sociological Unit); Federal State Relationship; Low Income Groups; Public Policy; State Programs; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Family Support Act 1988; Learnfare; *Waivers; *Welfare Reform; Welfare to Work Programs

Since the passage of the Family Support Act in 1988, states have been pursuing a variety of experiments in welfare policy innovation. This document summarizes state welfare waiver requests reviewed and approved by the Department of Health and Human Services as of September 1995. Included in the document is a list of definitions of waiver provision categories and a listing of which states have made waiver requests in each of these categories: (1) family caps; (2) time limits; (3) learnfare; (4) workfare; (5) restrictions on teenage recipients' living arrangements; (6) self-sufficiency or personal responsibility contracts; (7) child immunizations; (8) parenting education/family planning; (9) child support assurance/paternity determination; (11) food stamp cash out; (11) one-time lump-sum payments in lieu of Aid to Families with Dependent Children (AFDC) benefits; (12) elimination of the "100 hour rule"; (13) liquid asset development/human capital accumulation; and (14) AFDC unit definition. The bulk of the document is comprised of a summary of initiatives by state and includes the application and approval dates for each initiative. (KDFB)

ED 402 005 PS 024 605

Landsverk, Ruth Anne
Families, Communities, Schools--Learning Together. Spring 1996.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Child Development; Community Programs; Intermediate Grades; Junior High Schools; Middle Schools; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parent Role; Parents; *Parent School Relationship; *School Community Relationship; Self Esteem; Student Attitudes; Student Evaluation; Teacher Attitudes
IDENTIFIERS- Wisconsin

This compiltation of articles provides ideas and solutions for creating and improving family, community, and school partnerships. A broad variety of topics are covered in the 20 articles of this issue, including: (1) ideas to help parents improve the thinking skill of their children; (2) four models of parent involvement developed by the Superior School district; (3) partnerships essential to meeting the national education goals of 2000; (4) questions to help in evaluation of

ED 402 023 PS 024 760

Marta, Suzy Yehl
When Death or Divorce Occur: Helping Children Cope with Loss.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Convention and Exposition of the National Catholic Educational Association (93rd, Philadelphia, PA, April 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Childhood Needs; Children; Child Welfare; *Coping; Counseling; Crisis Intervention; *Death; *Divorce; *Emotional Response; Family (Sociological Unit); Family Problems; *Grief; *Parent Child Relationship; Parents; Social Support Groups; Teacher Role; Terminal Illness
IDENTIFIERS- Dying; *Loss

Parental death or divorce can have serious effects on children. It is important for adults and teachers to provide support and to be available to listen to the child on an age appropriate level. This paper describes the emotional impact of loss on children both when a marriage is ending and when a parent is seriously ill or is recently deceased. The paper describes the five stages of grief experienced after divorce and death: denial, anger, bargaining, depression, and acceptance. The paper then describes the outward signs of grief in classrooms, which can include daydreaming, outbursts, declining grades, absenteeism, and incomplete work. The paper provides 20 suggestions for teachers to help ease the discomfort felt by these children, including being sensitive to the child and his lack of a parent, being supportive of the parent's situation, maintaining good communication between the child and parent(s), and maintaining a child's privacy. The paper describes a resource program called RAINBOWS that provides grief support to children and adolescents in their effort to cope with loss. It also describes two curricula programs for elementary aged children and adolescents. The paper contains two appendices listing age level reactions to death and age level reactions to divorce. (SD)

ED 402 024 PS 024 765

Hake, Karin
Children's Television Programmes in a Qualitative Perspective.
PUB DATE- Jun 96
NOTE- 13p.; Lecture presented at the "Nordic TV Days" (Bergen, Norway, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childhood Attitudes; Children; *Childrens Television; Early Childhood Education; *Evaluation Criteria; Foreign Countries; Mass Media Role; Programming (Broadcast); Television Research; *Television Viewing
IDENTIFIERS- Norway

When there is something we want to know, we usually ask experts, but rarely do we ask children about their own childhood. This

ED 402 041 PS 024 806

Taylor, Barbara Lynn

The Single Parent Family: A Challenge for Parents. Successful Parenting. Facilitator's Guide. Part Seven.

PUB DATE- Jul 96

NOTE- 65p.; For the workbook, see ED 390 006. For Facilitator's Guides, parts 1-4, see ED 390 007 and for parts 5 and 6, see PS 024 805 and PS 024 806. Videos which accompany guides are not available from EDRS.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Births to Single Women; Child Custody; Childhood Attitudes; Childhood Needs; *Child Rearing; Children; Death; Divorce; Emotional Adjustment; *One Parent Family; *Parent Child Relationship; *Parent Education; Parent Materials

IDENTIFIERS- Parent Needs

Intended for parent educators, this facilitator's guide outlines a workshop for single parents to help them meet the challenges of raising children alone. The guide first presents frameworks for a 1- or 2-hour workshop and for an 8-session workshop. The remainder of the guide corresponds to a 28-minute companion video, presenting questions for discussion prior to and after viewing the video, and discussion points geared to specific parts of the video. Topics covered are: (1) ways single families happen; (2) problems found in each single-family situation; (3) suggestions for parents who are separated or divorced; (4) some serious problems for divorced or separated parents; (5) problems divorced people have that go beyond their role as parents; (6) ideas that should help noncustodial parents; (7) problems common to most single parents, regardless of their circumstances; (8) parenting practices all parents should keep in mind; (9) dating; (10) remarriage; (11) advantages of being a single parent; (12) what makes a single parent home hard for the children; (13) what kids miss by not living with the other parent too; (14) how single parent children sometimes feel; (15) research comparing children from single-parent families to those from two-parent families; and (16) advice from the single parents appearing in the video. A personal plan worksheet and workshop handouts are appended. (HTH)

ED 402 042 PS 024 811

Lucas, Jane

Establishing a Management Plan for Substitute Staff in a Work Place Child Care Setting.

PUB DATE- 96

NOTE- 102p.; Master's Practicum Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Child Caregivers; Day Care; Day Care Centers; Early Childhood Education; *Employer Supported Day Care; Improvement; *Improvement Programs; Inservice Education; *Management Development; Personnel Evaluation; *Staff Development; *Substitute Teachers

ED 402 059 PS 024 829

Samples, Faith L.
The Differential Impact of a Comprehensive Early Intervention Program on the Level of Support Received by African-American and White Adolescent Mothers.
PUB DATE- Jun 96
NOTE- 18p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Black Youth; Comparative Analysis; Disadvantaged; *Early Parenthood; *Home Visits; Low Income Groups; *Mothers; One Parent Family; *Parent Attitudes; Program Evaluation; Racial Differences; Social Support Groups; *Whites; Young Adults
IDENTIFIERS- *African Americans; New York (Upstate); Single Parents; Unmarried Parents

This study was a secondary analysis of data from the Prenatal/Early Infancy Project (PEIP), a randomized clinical trial of nurse home visits for socially disadvantaged families in a semi-rural community in upstate New York. A sample of 141 primiparous women between 13 and 21 years, unmarried and from lower socioeconomic backgrounds, was selected from the PEIP data set for inclusion. Eighty-four percent of the mothers were White and 16 percent were Black. The control group consisted of families who received either infant developmental screening and referral only or free transportation to prenatal and well-child visits in addition to screening. The intervention group was comprised of families who received varying numbers of nurse home visits. Results of the analysis indicated that nurse-visited mothers were more likely than control group mothers to expect high levels of social support from significant others with child care and household chores. Black mothers in the control group reported more support for chores during pregnancy and in the postpartum period than did Black or White mothers in the nurse-visited group. Mothers in the treatment group more frequently reported being accompanied during labor and reported higher partner interest in their child at 6, 10, and 22 months than mothers in the control group. Black mothers in the nurse-visited group were more likely than other mothers to have consistent male partner interest over time. White mothers in the same group had higher expectations than other mothers for tangible support during intake and for experiencing more support during labor. (Contains 29 references.) (KDFB)

ED 402 060 PS 024 830

Saurino, Dan R.; And Others
Teacher Team Collaborative Action Research as Staff Development.
PUB DATE- Nov 96
NOTE- 31p.; Paper presented at the Annual Meeting of the National Middle School Association (23rd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Case Studies; Inclusive Schools; Intermediate Grades; Junior High Schools; *Mainstreaming; *Middle Schools; Program Evaluation; Qualitative Research;

ED 402 077 PS 024 853

Trends in the Well-Being of America's Children and Youth: 1996.
PUB DATE- Apr 96
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Child Abuse; Child Health; Child Neglect; *Children; Child Support; *Child Welfare; Crime; Day Care; *Demography; Dropout Rate; Employment Patterns; Ethnic Groups; Exercise; Family Income; Family Structure; Health Insurance; Housing; Immunization Programs; *Incidence; Infant Mortality; Mortality Rate; Obesity; Peer Relationship; Physical Health; Poverty; Prenatal Care; Religious Factors; Safety; Sexuality; Substance Abuse; Suicide; Tables (Data); Television Viewing; Trend Analysis; Violence; *Well Being; Youth Problems

This is the first edition of what is intended to be an annual, comprehensive report on trends in the well-being of America's children and youth. It contains two sections: the first is a quick-reference guide describing national trends for 74 indicators of child and youth well-being based on data collected by the federal government. The information provided for each indicator includes one or more tables documenting recent historical trends and important population sub-group differences, graphics to highlight key trends and group contrasts, and accompanying text that briefly describes the importance of each indicator and highlights the most salient features of the data. The indicators are organized into five substantive areas: (1) population, family, and neighborhood; (2) economic security; (3) health conditions and health care; (4) social development, behavioral health, and teen fertility; and (5) education and achievement. The second section of the report offers a narrative treatment of a particular topic affecting the well-being of children and youth. This edition's article, by Donald J. Hernandez, offers a review of trends in, and detailed historical tables on, the socio-demographic characteristics of children, youth, and their families. Contains 28 references. (EV)

ED 402 078 PS 024 854

Ewen, Danielle; Goldstein, Anne
Report on the Activities of the States Using Child Care and Development Block Grant Quality Improvement Funds.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- Aug 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Block Grants; Certification; Community Coordination; Consumer Education; Coordination; *Day Care Centers; *Early Childhood Education; Early Parenthood; Family Day Care; Financial Support; Professional Development; Program Descriptions; State Aid; State Government; State Programs; State Surveys; Statewide Planning
IDENTIFIERS- *Child Care and Development Block Grants; Child Care Resource Centers; Day Care Licensing; Family Resource and Support Programs; Resource and Referral Service

ED 402 096 PS 024 876

Measures of Child Well-Being in Utah, 1996.
PUB DATE- Jan 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Birth Weight; Child Abuse; Child Health; *Children; Class Size; Crime; Day Care Centers; Demography; Divorce; Dropout Rate; Early Parenthood; Economically Disadvantaged; Homeless People; Infant Mortality; Infants; Mortality Rate; One Parent Family; Poverty; Prenatal Care; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; *Utah

This 1996 Kids Count report presents data and analysis for 20 indicators of children's well-being in Utah. The report's introductory section discusses the impact of social and economic trends, which may contribute to a polarization of "have's" and "have nots" in Utah. The bulk of the report provides statistics on the 20 indicators, clustered within four major areas: (1) health, including first trimester prenatal care, low birth weight newborns, infant mortality, births to adolescents, immunization rates, and children eligible for free or reduced price school meals; (2) education, including current educational expenditures per child, average class size, dropout rate, and idle teenagers; (3) safety, including child abuse investigations, child death rates, teen violent death rates, and juvenile violent crime arrest rates; and (4) economic security, including divorce rates, single-headed families with children, available spaces in licensed child care centers, children receiving subsidized child care, children in poverty, public aid recipients, and homeless children. For each indicator, background information is provided on the selection of the indicator, indicators are defined, and yearly Utah data from 1985 to 1994 on the indicator are presented. County data are also presented for 1994. A section describing Utah Children, the Utah Kids Count project, the Children of Color Task Group, and membership information concludes the publication. (KDFB)

ED 402 097 PS 024 877

The State of Texas Children 1994: A County by County Fact Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Children's Trust Fund of Texas, Austin.; Texas State Dept. of Health, Austin.; Texas State Dept. of Human Resources, Austin.; Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Jul 94
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Birth Weight; Child Abuse; Child Advocacy; Delinquency; Demography; Dropout Rate; Early Parenthood; High School Graduates; Homicide; Infant Mortality; *Infants; Mortality Rate; One Parent Family; Policy Formation; Sociocultural Patterns; Violence; *Well Being; *Young Children
IDENTIFIERS- Child Care Needs; Death Records; *Indicators; *Texas

ED 402 115 RC 020 771

Caplan, Judith G.
Parent Involvement 101: A Guide for Rural Educators. Rural School Development Outreach Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Profiles; Program Development; Rural Areas; *Rural Schools; *School Community Relationship

High levels of parent involvement in their children's education result in higher student achievement; higher attendance levels; a decline in dropout rates; fewer disciplinary problems; and better student motivation, self-esteem, and behavior. Since unacknowledged parents withdraw from the school, schools should acknowledge parent participation. To that end, forms of parent involvement are identified: fulfilling basic parental responsibilities, working with their children, participating in school events, being a learner, volunteering time, being an advocate, and serving on an advisory committee or board. For each form of involvement, questions are posed to help understand why parents might not be active in the area, and strategies to promote parent involvement in the area are presented. Elements common to strong parent involvement programs are formally adopted policies, administrative support, diverse opportunities for involvement, training, a partnership approach, effective communication, acknowledgement of families' culture by the school, evaluation, a school culture that welcomes parents, and a parent involvement coordinator. Special considerations for rural contexts are that schools in rural communities are already integrated into community functions; administrators and staff know the local families and understand their concerns; the small size of rural schools allows for more personal attention, yet also results in overworked staff and a high staff turnover rate; and transportation and scarcity of resources are often a problem. Site profiles of five notable parent involvement programs include location, forms of parent involvement, community and program descriptions, program elements, special rural issues, contact persons, and replication concerns. Contains 35 references in endnotes. (TD)

ED 402 116 RC 020 774

Jensen, Marianne, Comp.
The Indigenous World, 1995-96 = El Mundo Indigena, 1995-96.
PUB DATE- 96
NOTE- 582p.; Photographs and maps may not reproduce adequately. For 1994-95 publication, see ED 389 505.
LANGUAGE- English; Spanish
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive

ED 402 134 RC 020 830

Apps, Jerry
One-Room Country Schools: History and Recollections from Wisconsin.
PUB DATE- 96
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Distance Education; *Educational Experience; Educational History; *Educational Practices; Elementary Secondary Education; Higher Education; *One Teacher Schools; Reminiscence; Rural Education; *Rural Schools; *School Activities; School Community Relationship; Teacher Education; Teacher Student Relationship; Teaching (Occupation); *Teaching Experience
IDENTIFIERS- *Wisconsin

This book documents the history of one-room schools in Wisconsin and presents the author's experiences in a one-room school during the 1940s, as well as the experiences of former teachers and students throughout the state. The first chapter reminisces about the 8 years that the author spent in a one-room school near West Rose, Wisconsin, recalling recess time, long-division lessons, dedicated teachers who worked for scant pay, and the division of the community over school consolidation. The second chapter details the early history of one-room country schools in Wisconsin. The Northwest Ordinances of 1785 and 1787 included provisions for public lands to be used for public schools. Later, the Wisconsin School Law of 1848 provided for the provision of free education and authorized township boards of supervisors to organize school districts. As a result, Wisconsin became the national leader in providing a free education. Chapters 3-14 describe teacher duties and expectations, teacher characteristics, hiring procedures, and the challenges of teaching in a one-room school; teacher training; a typical day; the curriculum; the school of the air (educational radio); recess; the walk to school; softball games; Christmas programs; community uses of school; selected individual school histories; and modern one-room schools. The last two chapters address the effects of school consolidation and lessons to be learned from the effectiveness of one-room country schools. Appendices include recess games and information on Wisconsin school museums. Contains school and subject indexes, references, and photographs. (LP)

ED 402 135 RC 020 834

Pearson, Richard C.
Homeschooling: What Educators Should Know.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Benefits; Educational Needs; Educational Resources; Elementary Secondary Education; *Home Schooling; *Nontraditional Education; Organizations (Groups); Parent Attitudes; Public Schools; *Rural Education; *School Choice
IDENTIFIERS- *Idaho

Home schooling is one of the fastest growing educational options in the United States. In 1995, the National Home Education

ED 402 154 SE 058 899

Landis, Carol
Teaching Science in the Field. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Hands on Science; *Inquiry; Interdisciplinary Approach; *Investigations; *Outdoor Education; Sex Differences
IDENTIFIERS- ERIC Digests

Teaching science in the field provides unique opportunities to investigate the natural world. As in the classroom, lessons designed to foster meaningful learning, provide hands-on activities, and promote student inquiry can be effectively implemented in the world's largest laboratories, the natural and built environments of the outdoors. This digest discusses a variety of settings, locales, and experiences that can be used for science investigations in the field and highlights various aspects and issues involved. Topics discussed include: (1) Using Urban Environments; (2) A Variety of Experiences; (3) Subject Integration; (4) Overcoming Gender Bias; and (5) Planning for Success. Also included are internet resources. Contains 42 references. (JRH)

ED 402 155 SE 058 901

Haury, David L.
Alternatives To Animal Dissection in School Science Classes. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Animals; *Biology; Controversial Issues (Course Content); Educational Resources; Educational Strategies; Elementary Secondary Education; Internet
IDENTIFIERS- *Dissection; ERIC Digests

Until recently, one of the most expected and accepted experiences among students in biology classrooms of the United States has been the dissection of vertebrate animals, from frogs and mice to cats and fetal pigs. However, resistance to animal dissection has grown during the past decade with concerns ranging from inhumane treatment of animals by the supply industry and the depletion of natural populations of affected species to concerns about the emotional responses of students. This digest discusses and provides resources on various aspects of animal dissection in school science classes including alternatives to dissection and responding to conscientious objections. Also included are World Wide Web resources and a list of organizations. Contains 21 references. (JRH)

ED 402 178 SE 059 435

Willcutt, Bob
Rods: Building Algebraic Thinking with Progressive Patterns.
PUB DATE- 95
NOTE- 87p.; For other books in this series, see SE 059 434-436.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Class Activities; Elementary Secondary Education; *Mathematical Concepts; *Problem Solving; *Thinking Skills

The books in this series provide an essential ingredient in the transition from concrete mathematical experience to the symbolic reasoning used in algebra. They aim to guide the student in building and extending manipulative patterns, collecting numerical data, and analyzing the results. The main objective of the activities in this book is for the student to be able to build any design of the pattern. The activities allow students to use rods of graduated lengths to build and analyze the given designs, then determine the relationship between the number of the design and the number of rods necessary to build the design. Exploration and discovery of individual solution strategies are encouraged. The book is laid out in an easy-to-use format with 50 pattern pages (divided into three sections), an appendix (including teaching guide and a glossary), and an answer key. Within the five sections included, patterns generally progress from the simple arrangements that build confidence to the more complex and creative patterns that inspire students to combine their imagination and their mathematical skills. (JRH)

ED 402 179 SE 059 436

Willcutt, Bob
Pattern Blocks: Building Algebraic Thinking with Progressive Patterns.
PUB DATE- 95
NOTE- 89p.; For other books in this series, see SE 059 434-435.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Data Collection; Elementary Secondary Education; *Mathematical Concepts; *Pattern Recognition; *Problem Solving; *Thinking Skills

The books in this series provide an essential ingredient in the transition from concrete mathematical experience to the symbolic reasoning used in algebra. They aim to guide the student in building and extending manipulative patterns, collecting numerical data, and analyzing the results. The main objective of the activities in this book is for the student to be able to build any design of the pattern. The activities allow students to use pattern blocks to build and analyze the given design, then determine the relationship between the number of the design and the number of blocks necessary to build the design. Exploration and discovery of individual solution strategies are encouraged. The book is laid out in an easy-to-use format with 50 pattern pages (divided into five sections), an appendix (including teaching guide and a glossary), and an answer key. Within the five sections included, patterns generally progress from the simple

ED 402 200 SE 059 532

Mulligan, Joanne, Ed.; Mitchelmore, Michael, Ed.
Children's Number Learning. A Research Monograph of MERGA/AAMT.
PUB DATE- 96
NOTE- 276p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; *Learning Strategies; Mathematical Concepts; *Mathematics Education; *Number Concepts
IDENTIFIERS- *Australasia

Investigations into children's number learning have been a feature of recent mathematics education research in Australasia. This book is a compilation of the major results of this research with the aim of making them more accessible to researchers, teachers, and others who may be able to use the findings to improve classroom practice. The introduction discusses worldwide trends in research on number learning and the Australasian contribution. The papers are divided into the following sections: The Development of Counting; Numeration and Place Value; Computational Processes and Strategies; and Computation and Number Sense. They vary in their mathematical focus, the age range investigated, the methodology employed, and their conclusions. Some common threads running through all their findings are discussed in the introduction. Contains 38 references. (JRH)

ED 402 201 SE 059 537

From the Lab Bench to the Classroom: A Program Planner's Guide to Developing Summer Fellowships for Classroom Science Teachers.
PUB DATE- Sep 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Mentors; *Partnerships in Education; Program Development; *Science Teachers; Scientific Methodology; *Summer Programs; *Teacher Education
IDENTIFIERS- Nature of Science

This guide stems from concern that many classroom teachers have limited exposure to the scientific community in general and to the nature and method of science in particular. It offers guidelines and suggestions to plan, conduct, and evaluate summer mentorship programs and gives practical advice on establishing programs, garnering institutional support, soliciting financial support, engaging participating partners, and fostering productive teacher-mentor relationships. The information presented here has been culled from the experiences and insights of other program planners and teachers who have actually participated in fellowship programs. Chapters include: (1) "Planning and Evaluating Programs"; (2) "Roles of Host Institution, Mentor, and Teacher"; and (3) "Development of Instructional Materials". Appendices contain an application for a summer fellowship program and post-program surveys of teachers and mentors. (JRH)

ED 402 222 SO 026 132

Kopecky, Frank
School Violence and the Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 33p.; For related document, see SO 026 195.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arbitration; *Conflict Resolution; *Educational Environment; Elementary Secondary Education; Juvenile Justice; *Law Related Education; Laws; Legislation; Problem Solving; School Security; Social Problems; Social Studies; Student Rights; *Violence
IDENTIFIERS- American Bar Association; Mediation; *School Violence

Organized around the theme of school violence, this booklet provides teachers and lawyers with classroom materials for elementary grades 4-6 (Level A), intermediate grades 6-8 (Level B), and high school grades 9-12 (Level C). In addition, each level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the student (a pencil). The booklet contains lesson plans, activities, a youth violence and crime survey, and an evaluation form for lawyers using the materials. The lessons and activities ask students to investigate sources of school violence as well as identify legal (laws) and non-legal (conflict resolution) prevention strategies to school violence. The inside front cover provides tips for lawyers preparing classroom presentations. (TSV)

ED 402 223 SO 026 145

Bell, Michael E.
Rattling Chains and Dreadful Noises: Customs and Arts of Halloween. Third Edition.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; *Cultural Activities; *Folk Culture; Holidays; Interdisciplinary Approach; Intermediate Grades; Junior High School Students; *Material Culture; Oral History; Social Studies; Western Civilization
IDENTIFIERS- *Halloween

The U.S. celebration of Halloween has worldwide connections. Although Halloween originated in the pre-Christian European celebration of summer's end, many of the customs associated with the event derive from both pagan and Christian beliefs and practices throughout the world. This document gives a historic overview of Halloween customs and traditions. Suggestions are given for interdisciplinary classroom activities and discussions appropriate to middle school students. Contains 14 references. (MM)

ED 402 224 SO 026 174

ED 402 246 SO 026 593

Working Together to Stop the Violence: A Blueprint for Safer Communities. A Guide to Crime Prevention Month, October 1994.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Jun 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Citizen Role; *Citizenship Education; Community Programs; Conflict Resolution; *Crime; Delinquency; Elementary Secondary Education; *Law Related Education; Mass Media Role; Social Action; Social Problems; Victims of Crime; *Violence; Youth Programs

Although prepared as a resource for communities organizing activities for the 1994 Crime Prevention Month (October), this guide provides information and resources to develop year-round crime prevention activities. Crime Prevention Month celebrates community spirit and community partnerships. It challenges people to take individual and collective action to prevent crime and build communities that nurture and protect their residents. The guide contains four sections. The first section, "Violence by the Numbers," briefly outlines the statistical impact of crime in the United States, focusing on the victims of crime. "Partner with the Community: Crime Prevention is Everybody's Business" provides materials to start or strengthen coalitions that can deter violence. "Create a Campaign: Turn Off the Violence" offers suggestions for community participation in a campaign to abstain from violent television programs, movies, and music for one day. "Tackle an Issue: Youth Violence" contains prevention strategies, program profiles, a list of the reproducible brochures, posters, articles, and activity sheets contained in the back cover pocket of the guide, and tips on designing programs that involve youth in the search for solutions associated with youth violence. Contains 11 references on crime prevention and a directory of the 122 state and national organizations and federal agencies joined in the Crime Prevention Coalition. (LH)

ED 402 247 SO 026 716

Wright, Norma D.
From Risk to Resiliency: The Role of Law-Related Education.
PUB DATE- Mar 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Citizenship Education; Communication Skills; Critical Thinking; *Delinquency Prevention; Elementary Secondary Education; Empathy; *Law Related Education; *Problem Solving; Self Esteem; Social Studies; *Youth Problems

The purpose of this paper is to identify and explore those characteristics of at-risk youth who have succeeded in overcoming adverse environmental conditions and to focus on the role of law-related education (LRE) in promoting the development of those characteristics that lead to healthy

ED 402 269 SP 036 731

Inquiring Minds: Creating a Nation of Teachers as Learners. An "Education Week" Special Report.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Apr 96
NOTE- 43p.; The version processed by ERIC has been printed from diskette and is not the printed tabloid newspaper version, though the text is the same.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Higher Education; Information Networks; Information Technology; *Inservice Teacher Education; *Knowledge Base for Teaching; *Partnerships in Education; Social Networks; Telecommunications; Unions
IDENTIFIERS- *Networking

This special report is a collection of seven essays exploring issues in professional development and teacher improvement: (1) "The Missing Link" (Ann Bradley) looks at the elements of effective staff development and new attention focused on teachers' on-the-job training; (2) "Union Dues" (Jeanne Ponessa) examines the role of unions in professional development; (3) "Money Talks" (Drew Lindsay) is a case study of a plan by the school district in Flint (Michigan) to reform professional development and improve student learning by turning much of the money and control of staff development over to school principals; (4) "Teacher to Teacher" (Joanna Richardson) discusses how networks based on teachers' interests and experiences offer a strategy for improving teachers' knowledge; (5) "A Virtual Network" (Peter West) explores how easy-access electronic tools provide teachers a support system for professional development; (6) "The Long Haul" (Ann Bradley) is a case study of two trainers with the Public Education and Business Coalition, a nonprofit organization in Denver (Colorado) that brings five school districts together with business and community groups; and (7) "Let the Buyer Beware" in which 10 teachers relate their professional development experiences. (ND)

ED 402 270 SP 036 847

Pigge, Fred L.; Marso, Ronald N.
Academic Aptitude and Ability Characteristics of Candidates Teaching and Not Teaching Five Years after Graduation.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Academic Aptitude; Beginning Teachers; Career Choice; Elementary Secondary Education; Faculty Mobility; Longitudinal Studies; Predictor Variables; Teacher Attitudes; Teacher Certification; *Teacher Characteristics; *Teacher Persistence; *Teacher Selection; Theory Practice Relationship

ED 402 289 SP 037 047

Lamelas, Claudia Alicia Coronado; Henderson, David Lesley
Adolescent Sex Education Knowledge in American Schools of Mexico.
PUB DATE- Oct 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; High School Students; Junior High School Students; *Knowledge Level; Parent Participation; *Parents as Teachers; Parent Student Relationship; Program Evaluation; Secondary Education; *Sex Education; *Student Attitudes
IDENTIFIERS- *Mexico; Physician Role; *Student Perception of Teaching Effectiveness

This research study evaluated the sex education program at the American School of Tampico (Mexico) by examining the students' perception of sex education and the level of knowledge it provided them. A random sample of eighth- through tenth-grade students (n=97) was chosen from the total population of 132 students. Each student answered a survey related to the topic. Most students considered the information they received through the program as useful. The students thought doctors and parents were the best sex education providers and said they received most of their information from parents, doctors, and teachers. Data are presented in five tables; the questionnaire is included in the appendix. (Contains 19 references.) (Author/ND)

ED 402 290 SP 037 048

South Carolina Center for Teacher Recruitment, 1995-1996 Annual Report.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College School Cooperation; College Students; Elementary School Teachers; Elementary Secondary Education; Higher Education; Minority Group Teachers; *Preservice Teacher Education; Professional Development; Secondary School Students; Secondary School Teachers; *State Programs; *Statewide Planning; Student Motivation; Teacher Centers; Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- *South Carolina; Teacher Cadet Program SC

The South Carolina Center for Teacher Recruitment (SCCTR) was created by the South Carolina Commission on Higher Education to provide leadership in identifying, attracting, placing, and retaining well-qualified teachers. Its primary target groups are middle and high school students, college students, and adults. The SCCTR has developed into a model for teacher recruitment and has been adopted by approximately one-fourth of all teacher recruitment programs nationwide. The annual report includes an overview of the SCCTR, and descriptions of the center's programs, including: (1) minority recruitment; (2) ProTeam Middle School Program; (3) Crossroads Summer Institute; (4) Summer Teaching Careers Institute; (5) Teacher Cadet Program; (5) College Partnerships; (6) College Helpline; (7) Teacher Job Bank; (8) South Carolina Expo for Teacher Recruitment; (9) Teacher Forum/Professional Development; and financial aid programs established to support study and training abroad; an annotated bibliography of directories listing general financial aid programs; and a set of five indexes. The first portion describes the financial aid programs which include formal academic classes, training courses, degree-granting programs, independent study, seminars, workshops, and student internships abroad. The profiles are grouped in four chapters aimed at specific population groups: (1) high school and undergraduate students; (2) graduate students; (3) postdoctorates; and (4) professional or other individuals. Within each chapter entries appear alphabetically by program title. The annotated bibliography of general financial aid directories lists 60 key directories published in the 1990's that describe domestic programs and resources available for use in the United States. The directories are listed by type of program and each entry contains basic bibliographic information and an annotation specifying scope, arrangement, publication history, and special features. The directory contains five indexes, a program title index, a sponsoring organization index, a geographic index, a subject index, and a calendar index. (PRW)

ED 401 837 HE 029 687

Massey, Walter E.
The Public University for the Twenty-First Century: Beyond the Land Grant. David Dodds Henry Lecture (16th, Chicago, Illinois, October 24, 1994).
SPONS. AGENCY- Illinois Univ., Chicago.
PUB DATE- 24 Oct 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Financial Support; Futures (of Society); Higher Education; *Institutional Mission; Institutional Role; *Land Grant Universities; Public Colleges; *Public Education; *Research Universities; Role of Education; Technological Advancement; Trend Analysis; Undergraduate Study; *Universities

American universities have successfully contributed to the economic, social and technological development of the United States, educating students of diverse backgrounds and combining the teaching of graduates and undergraduates. American universities need to find ways to realistically respond to increased public expectations and continue to develop in the future. Before World War II, institutions of higher education were more differentiated in mission, with teachers' colleges, land grant universities aimed at training engineers, state universities, and a few research universities with a focus on the education of future scholars. The post-war model of the university as primarily a research institution supported by federal funding is now being challenged, as public resources for support decline. Universities of the future will need to differentiate and specialize, to cooperate, and to share resources with other institutions. The successful public university will be an active participant in issues important to its surrounding community; technology will be used to promote interaction across all sectors and to make information easily accessible; learners will be accommodated through a variety of innovations; and the ethnic diversity of the United States will be reflected in the composition of faculty, staff and students.

for multimedia, the Internet, document imaging, and the "virtual" university; (6) information technology architectures; and (7) professional development for information professionals and administrators. The document also contains the proceedings of a special session on the electronic exchange of student records and a summary of CAUSE94 conference evaluations. (MDM)

ED 401 857 HE 029 710

Partnering. New Opportunities for Partnering, CAUSE94. Track I.
PUB DATE- 95
NOTE- 63p.; In: New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994); see HE 029 709.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; College School Cooperation; *Computer Networks; Computers; Consortia; Cooperation; Cooperative Programs; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Models; *Partnerships in Education; Teacher Education; Universities
IDENTIFIERS- Campus Wide Information Systems; *CAUSE National Conference

Seven papers are presented from the 1994 CAUSE conference track on partnering within and among higher education institutions in regard to information resources and technology. The papers include: (1) "Having Your Cake and Eating It Too: A Recipe for a Collaborative CWIS in a Decentralized Environment," which discusses the development of Johns Hopkins University's campus-wide information system (Lee Watkins, Jr., and Laura O'Callaghan); (2) "Partnerships with the Deans: Delivery of the 'Whole Product'," which describes partnership efforts by the University of Michigan's Information Technology Division (Laurie L. Burns and Cheryl Munn-Fremon); (3) "Models for Partnering with Education," which focuses on partnerships between higher education institutions and elementary and secondary schools (Patricia S. Ernest and John R. Fry); (4) "Building Partnerships on Best Practices: New Alliances for the Nineties," which focuses on process reengineering (David J. Ernst and John R. Fry); (5) "Chasing the Boulder Down the Hill: Reengineering and Architecture at the University of Pennsylvania" (Linda May and others); (6) "Partnering Within the Institution and Beyond," which discusses Virginia Tech's movement from a mainframe to server-based environment (A. Wayne Donald); and (7) "EXEMPLAR! A Consortium for Administrative Software Sharing." (Some papers contain references.) (MDM)

ED 401 858 HE 029 711

Focus on the Customer. New Opportunities for Partnering, CAUSE94. Track II.
PUB DATE- 95
NOTE- 81p.; In: New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994); see HE 029 709.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

*Internet; Learning Activities; *Online Systems; Online Vendors; *Parent Child Relationship; Parent Participation; *Parent Role; Standards; Telecommunications
IDENTIFIERS- *Child Safety; Computer Ethics; *Connectivity; Etiquette

The information highway is an exciting place for children and families to visit, explore, and learn together. This book teaches parents basic knowledge about the Information Highway and how to use it with children. The following topics are covered in this book: (1) What is the Information Highway? (2) What is Telecommunications?; (3) Why You & Your Children Want To Telecommunicate; (4) Getting Connected; (5) Guidelines for Making Sure that Everything Works with Everything Else; (6) Sending and Receiving Information through Your Computer; (7) Introducing Yourself & Your Children; (8) Ten Terrific Telecommunications Tips; (9) How Safe Is it Online for Children?; (10) Differences in Supervision and Safety of Online Services; (11) eWorld's Rules for Living in an Electronic World; (12) My Rules for Online Safety; (13) Setting Your Standards & Ground Rules for Safe, Legal, and Efficient Online Use; (14) Online Manners (Netiquette) for Students; (15) Kids Only Online (KOOL) Rules from America Online; (16) Money-Saving Suggestions; (17) Computer Learning Foundation Code of Responsible Computing; (18) The Internet; (19) Commercial Online Services; (20) Bulletin Board Systems (BBS); (21) Universal Truths; (22) Working with Your Children; (23) Using Telecommunications with Children Experiencing Peer Problems or with Disabilities; (24) Activities for Preschool Children; (25) Activities for Ages Six to Eight; (26) Activities for Ages Nine to Twelve; (27) Ages Thirteen to Eighteen and Beyond; (28) Family Activities; (29) Activating the Home-School Connection; and (30) Closing Thoughts: The Future. Contains a list of resources, contacts, a glossary of terms, and an index. (SWC)

ED 401 874 IR 018 138

Geer, Cynthia
Interactive Distance Learning: An Impetus for Collaboration.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; Cooperative Programs; Costs; *Distance Education; Educational Finance; *Educational Technology; Elementary Secondary Education; Guidelines; Higher Education; Nontraditional Education; *Partnerships in Education; School Districts; Teacher Attitudes
IDENTIFIERS- *Ohio (Cincinnati)

In 1993, a partnership was formed between Cincinnati Bell Telephone, Clermont County Educational Service Center, University of Cincinnati-Clermont College, county businesses and 12 schools. Through this partnership, a distance learning project was envisioned that would enhance learning opportunities with technology. This paper describes how the Clermont County Distance Learning Project was developed. Discussion includes funding; roles and persons vital for a successful distance learning program, including principals, guidance counselors, coordinators/technical people, and parents; collaboration across the districts; common guidelines across the districts; community services; plans to develop professional development and mentoring programs; and the

"Internships/Residencies: Exploring the Possibilities for the Future" (Jon E. Cawthorne, Teri B. Weil); (5) "The Content of My Character" (Vicki Coleman); (6) "To Be Young, Maybe Gifted, and Truly Black--Notes from a New Librarian" (Edna Dixon); (7) "Running Through the Doors of Opportunity" (Dexter R. Evans); (8) "Learning To Be: An African American Experience in Academic Librarianship" (Madeline Ford); (9) "My Name Is America" (Ngoc-My Guidarelli); (10) "On the Ambiguous Side: Experiences in a Predominantly White and Female Profession" (Deborah Hollis); (11) "Invisible Presence: An Asian American Librarian's Experience" (Mee-Len Hom); (12) "The Jackie Robinson of Library Science" (Teresa Y. Neely); (13) "Academic Librarianship: A Personal Perspective" (Lisa Pillow); (14) "How Not To Be a Librarian" (Zora Sampson); (15) "From Paraprofessional to Professional: The Changing Role of an African American Librarian" (Joni M. Flowers); (16) "Afrikan-Centered Scholar: At Work in the Children's Room" (Khafre K. Abif); (17) "A Dream Fulfilled: The Power of Mentoring" (Lisa A. Burwell); (18) "Hip v. Nice v. Traditional v. Nasty v. AAAARRRGGGHHH!" (Tanya Elder); (19) "Notes from a Sparrow" (Sherwin Rice); (20) "Desert Storm" (Kelly Richards); (21) "In the Gate But Not the Door: Are We a Threat to the Status Quo?" (Sheree D. White); (22) "Volunteer Slavery: My Authentic Graduate Experience" (Kimberly Black); (23) "I Fell into Librarianship and Fell in Love" (Malore I. Brown); (24) "Mapping the Road to Professional Librarianship: An Asian American Experience" (Usha Mehta); and (25) "The Minority Librarian: Why Your Role is Different" (Mark D. Winston). Includes an appendix of ethnic and professional associations and library school programs for use in professional development and financial aid, a subject index, and notes on contributors. (SWC)

ED 401 891 IR 056 133

Willingham, Patricia; Pracht, Carl
Using Library Handbooks To Compensate for Reductions in Reference Staff.
PUB DATE- Nov 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; College Students; Faculty; Higher Education; Librarian Teacher Cooperation; Library Funding; *Library Guides; *Library Instruction; Library Personnel; Library Policy; Library Services; Reference Services; *User Needs (Information)
IDENTIFIERS- Downsizing; *Southeast Missouri State University

At Southeast Missouri State University, library handbooks have been developed in an effort to meet patron needs in an environment of reduced library staff. The first handbook, "Welcome to Kent Library," was developed to meet the needs of the revamped general education program, and was given free to first-year students in a required seminar class with a unit on using the library. Library staff found that faculty scheduled fewer bibliographic instruction sessions with library staff, and instead they relied on the handbook for basic library information. After the success of the student handbook, a faculty handbook was developed and distributed to all faculty. The handbooks were successful because they targeted specific audiences, used a simple organizational structure, were written in clear and concise language, and included only the most important information, with a referral to the appropriate learned in library school and what is experienced today. Emphasizing tested programs and practices that work, the manual calls for rethinking even the most basic library structures and icons, reinventing an instruction vocabulary, and trying to anticipate the change and development of the role of libraries in the future. The book focuses on practical techniques and is divided into three sections. Part 1 begins with a discussion of what the "new library" is, when and why it developed, and who the new librarians and new library users are. Part 2, the how, is a step-by-step guide to putting together a teaching program, including basic designs for a program, how to set the stage for success, which types of instruction are right, how to become a teacher and teach others to teach, and how to develop and maintain a program. Part 3 examines the settings in which the new library is being taught: at the reference desk, in electronic arcades, in physical classrooms, by proxy via satellite, and over global networks. A glossary and an index are also included. (Author/AEF)

ED 401 910 IR 056 185

Faux, Kimberly S.
A Comparison of "Current Biography Yearbook" and "Newsmakers" in the Areas of Multiculturalism, Gender Balance and Occupation.
PUB DATE- Jul 96
NOTE- 45p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Biographies; Comparative Analysis; Geographic Location; Library Materials; Occupational Information; *Profiles; Publications; Public Libraries; Racial Composition; *Reference Materials; Sex Differences; Tables (Data)
IDENTIFIERS- *Current Biography Yearbook; Newsmakers (Biographical Resource)

Two of the annual collective biographical resources, "Current Biography Yearbook" and "Newsmakers," which are frequently available in the reference departments of public libraries, were compared. The purpose of the study was to determine if relationships existed between the work and the variables of gender, race, geographic setting, and also, if relationships existed between the variables of occupation and gender, and occupation and race within each biographical work. It was found that "Current Biography Yearbook" covered 808 biographical subjects and "Newsmakers" covered 745 between the years of 1991-1995. Two-hundred and six biographical subjects were found in both works, leaving 602 (75%) unduplicated biographies in "Current Biography Yearbook" and 539 (72%) in "Newsmakers." Males made up 74% of the subjects in "Current Biography Yearbook" and females 26%. In "Newsmakers," 67.9% of the subjects were male and 32.1% were female. For both works, biographical subjects were most likely to be white and from the United States. The largest occupation group in "Current Biography Yearbook" and "Newsmakers" was government/politics. High percentages of males were found in the occupations of sports and business, and high percentages of females were found in the occupation of writing. Although the black group had the second largest number of subjects, blacks were more likely to represent the sports occupation. A comparison of the 1991 and 1995 volumes of "Current Biography Yearbook" in the areas of gender and race/ethnic group indicated that more women and minorities are being included over time. Eleven tables present comparisons according to gender, race and occupation. (Contains 18 references.) (Author/AEF)

Kent and its extension in Columbus during the spring semester of 1996. The purpose of the survey was to identify the school's strengths and weaknesses by measuring students' extent of agreement with a series of statements. The study achieved a 54.1% response rate, with 226 out of 417 surveys returned. The responding students have pride as future librarians and appreciation for the work of the faculty; they value the practicum experience, the timely reception of admission materials, and feel strongly that the degree requirements are stated clearly. Respondents showed the least agreement on items concerning the following areas: the number of electives currently being offered, preparation for job interviews, opportunity for student input, and the number of classes offered on Saturdays. The present survey matches a previous survey's highest and lowest mean scores. In comparing the two studies, the mean scores of 34 of the 42 previously asked questions have increased, indicating that students have somewhat more positive feelings towards the program than they did previously. Appendices include the cover letter, questionnaire, and mean scores of both the 1996 and 1989 surveys. (Contains 11 references.) (Author/SWC)

ED 401 929 IR 056 204

Venditti, Kathryn L.
Refusing To Defer the Dream: A History of the Black Heritage Public Library, Findlay, Ohio.
PUB DATE- May 96
NOTE- 41p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- African Culture; African History; Black Culture; Black History; Black Literature; *Black Studies; *Community Involvement; Community Support; *Library Collections; *Library Development; Library Planning; Library Role; Public Libraries; Racial Attitudes; Racial Differences; *Special Libraries; United States History; Users (Information)
IDENTIFIERS- African Americans; *Black Heritage Public Library OH; Caribbean Americans; *Library History

The Black Heritage Public Library in Findlay, Ohio was begun by Nina Parker in 1981 to fill the gaps of black representation in American history and literature. The mission of one woman to counter the biased representation in local schools and present African-American history as a crucial piece of American history previously denied to all Americans, black and white, has developed into a successful, community-supported, grass roots project. This paper examines the social environment that created a need for such a library and presents the resulting philosophy upon which the library was founded. Utilizing a combination of the historical research method and case study, this paper chronicles the library's history from its inception until 1996, describing its collections, programs, and policies. The library has been instrumental in encouraging an interest in African-American history and appreciation for African-American culture in the local population and shows signs of influencing future generations. The library's accomplishments include: increased collection size and scope of African-American and Caribbean materials; increased number of patrons and patrons from across the state; educators invited library staff to speak in their classes and assigned reports to be researched at the library; the public library sent referrals to the library; and, more generally, the Black Heritage Public Library positively publications (February); a report on cooperative preservation in Canada, and the Council on Library Resources' statement on fair use (March); excerpts from testimony in support of the National Endowment for the Humanities, stressing the importance of the federal role in preservation (April); a documentary on the preservation of information in the electronic age, and the formation of a task force on Hispanic literary heritage (May); a report proposing strategies for digital archiving (June); recommendations for National Digital Library Federation (NDLF) leadership roles in discovery and retrieval, intellectual property rights and economic models, and archiving of digital information (July-August); NDLF constituted as a charter organization (September); a paper focusing on preservation challenges in Russia (October); and a report on mass deacidification, and the first meeting of the conjoint board of the Commission on Preservation and the Council on Library Resources (November-December). (SWC)

ED 401 948 JC 960 026

Wattenbarger, James L., Ed.
Visions: The Journal of Applied Research for the Florida Association of Community Colleges, Winter 1995-Fall 1996.
PUB DATE- 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; *College Planning; College Role; Community Colleges; Developmental Studies Programs; *Educational Administration; *Educational Finance; *Educational Technology; Foreign Countries; *Job Satisfaction; *Leadership Qualities; Program Descriptions; Two Year Colleges
IDENTIFIERS- *Florida Community College System

Published twice annually as a forum for the critical review of proposals, programs, and practices in Florida's community colleges, this journal provides articles by community college practitioners analyzing issues and showcasing exemplary practices. The first issue of volume 1 includes the following articles: "Starving the Solution" (Robert H. McCabe and Clynne L. Morgan); "A Critique: State Higher Education Systems and College Completion" (Cathy Morris and Herman I. Brann); "Benefits of Effective Developmental Education" (Jay R. Bushnell); "The Influence of the CLAST on Faculty and Students in a Community College English Department" (Don Meagher); "The Florida Education Lottery: A Lotto Nonsense or a Wise Bet for Florida's Community Colleges?" (Susan Robinson Summers, M. David Miller, and David S. Honeyman); "Florida's Responses to Reduced Fiscal Support" (Edward M. Henn); "Cost-Plus Budgeting's Long Term Effect on Horizontal Fiscal Equity" (George W. Harrell); and "World Community College: Using Technology To Provide Interactive, Comprehensive, Personal Learning" (Maxwell C. King, Albert Koller, and Steve Eskow). The second issue presents the following articles: "Local Control through Local Vision" (Lawrence W. Tyree); "The Responsibility for Selecting a President" (James L. Wattenbarger); "The Expanding Role of Community Colleges in the Transfer of Technology to Their Districts" (R. Bruce Judd); "Students' Success: Does Technology Have a Place?" (Kamala Anadam); "Why Do Many High School Graduates Require Basic Skills Remediation in College?" (Pat Smittle); "Organizational Climate and Job Satisfaction: What's the Connection?" (Susan K. Chappell and David S. Honeyman); "Leadership Principles for respondents were the most likely group to enroll for transfer; (3) overall, 73% of the respondents were employed, while Asians had the lowest percentage employed at 50% and Hispanics had the highest at 80%; (4) 83% of the White respondents were receiving no financial aid, compared to 70% of the Asian, 61% of the Hispanic, and 41% of the Black respondents; (5) 369 respondents indicated that they planned to re-enroll the following semester, with no significant differences existing by ethnic group; and (6) for all respondents, the characteristic or program receiving the highest satisfaction rating was the availability of computer labs, while Black students gave the highest average satisfaction rating and Asian students the lowest. (AJL)

ED 401 967 JC 970 003

Remedial Students from Summer 90 to Spring 93--Follow-Up through Spring 96.
PUB DATE- Sep 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Writing; Community Colleges; Comparative Analysis; *Outcomes of Education; *Program Effectiveness; *Remedial Instruction; Remedial Mathematics; Remedial Reading; *School Holding Power; Student Behavior; *Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- Moraine Valley Community College IL

A study was undertaken at Illinois' Moraine Valley Community College (MVCC) to gather information on the course taking patterns, course completion rates, and retention rates between summer 1990 and spring 1993 for students who successfully completed one of eight remedial classes. Students in the sample began in one of three levels of remedial reading courses, one of two levels of remedial writing, and one of three levels of remedial mathematics. Successful completion rates for the eight courses ranged from low of 52% for the highest level mathematics course to a high of 76% for the highest level reading course. For the reading and writing groups, the groups at the lowest levels had the lowest successful completion rates, while those at the highest levels had the highest successful completion rates. In general, students in the higher level reading, writing, and math cohorts took more college-level courses and had higher college-level course completion rates than those in the lower levels. Finally, both across-term and across-year retention rates for students completing all eight courses were higher for the remedial students than for all credit students. A list of remedial and college-level course titles with brief descriptions is appended. (AJL)

ED 401 968 JC 970 004

Cohort Analysis, Fall 1993 New Students.
PUB DATE- Oct 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Associate Degrees; Community Colleges; Comparative Analysis; *Credits; Educational Certificates; Longitudinal Studies; *Outcomes of Education; *School Holding Power; Student Attrition; *Student Behavior; Two Year Colleges; *Two Year College Students

describes enrollment, graduation, and placement outcomes for PVCC's Associate of Applied Science and certificate programs. Following an executive summary and introduction, the report presents data on program outcomes related to graduation and enrollment for 1990-95; retention, employment, and graduate satisfaction rates for 1989-90 to 1993-94; transfer outcomes for 1989-90 to 1993-94; trends in the job market for occupational/technical careers for 1990 to 2005; the percent of the labor supply represented by PVCC graduates; and program costs for 1994-95. Thirteen recommendations are then reviewed for improving program outcomes. Individual program reviews are then provided by the college's Assessment Committee, summarizing outcomes and recommendations for the Business and Management (BM) degree, including the accounting, general management, and marketing programs; Business and Office (BO) degree; Computer Information Systems (CIS) degree; Electrical/Electronics Technology degree; Mechanical Technology degree; Nursing program; Protective Services degree; Administration of Justice certificate; and Automotive Technology certificate. Programs reviews are then provided by the Chair of the Business Technologies division for the BM, BO, and CIS degrees and Police Science program, and an overall review is provided by the Chair of the Science and Technology division. Finally, tables are provided by program of the base data elements used in reviewing programs and data used in productivity reviews of the college's academic programs. (HAA)

ED 401 987 JC 970 024

Wallace Community College, Selma, 1994-1996 Institutional Profile.
PUB DATE- 96
NOTE- 108p.; For the 1993-94 report, see ED 386 258.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Budgets; College Faculty; College Planning; College School Cooperation; Community Colleges; *Educational Facilities; *Educational Finance; Enrollment; *Enrollment Trends; *Institutional Characteristics; *Student Characteristics; Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Wallace Community College AL Selma

Focusing on data for 1994-96, this institutional profile provides information on students, faculty, staff, finance, facilities, and services at Alabama's Wallace Community College Selma (WCCS). An introduction provides a history of WCCS, reviews the college's mission and goals, presents maps of WCCS' service area and campus, and provides organizational charts of the college and the adult education division. Data are then provided on students related to credit hour production, 1988 to 1996; credit enrollment history; credit enrollment by race, sex, and county, fall 1995; grade distribution for credit courses, 1990-95; feeder high school enrollment, 1995-96; enrollment history by program, 1991-95; awards conferred by program, 1995-96; student financial aid profiles, 1991-96; non-credit enrollment, 1995-96; companies served through business and industry instruction, 1994-96; and job placement statistics, 1987-96. The next section provides data on student support services, including the WCCS Transfer Initiative and Educational Talent Search Program, an effort involving 11 target high schools to promote college attendance through student services. Next, tables are provided on fall 1995 school personnel, including comparative data on salaries for the WCCS parent groups; (5) the presidential election as an opportunity for learning; (6) what parents should know about middle school athletics; (7) after-school learning; (8) ways to help children feel good about themselves; (9) setting goals for the school year with students and parents; (10) learning how to respect animals; (11) strategies to involve hard-to-reach parents; (12) parent advocates; (13) the Partnership-2000 Network; (14) the resilient student; (15) resiliency and student success; (16) improvement of student assessment; (17) ideas for healthy eating; and (18) review of a book on how to talk so kids can learn at home and in school. Contains a project directory of family-community-school partnerships. (AA)

ED 402 006   PS 024 612

Cohen, Jody; And Others
Girls in the Middle: Working To Succeed in School.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Early Adolescents; Educational Change; *Educational Environment; *Females; Identification (Psychology); Intermediate Grades; Junior High Schools; Mentors; *Middle Schools; Participant Observation; *School Culture; Self Efficacy; Sex Bias; Sex Fairness; Sex Role; Sex Stereotypes; Sexual Identity; *Student Adjustment; Student Attitudes; Student Leadership
IDENTIFIERS- Developmentally Appropriate Programs; Document Analysis; *Gender Issues; Identity Formation

This report summarizes a qualitative study that examined girls in six middle schools representing a range of geographic locations and settings as well as the racial and ethnic mix found in schools across the United States. The schools were all involved in educational reform efforts. The report examines how girls negotiate middle school and gauges girls' reactions to gender equity initiatives and school reform efforts. Chapter 1, "New Challenges, New Expectations," describes the study's rationale and methodology. Chapter 2, "How Girls Negotiate School," presents six girls who demonstrate a range of behavioral strategies described as: (1) speaking out; (2) doing school; and (3) crossing borders. Chapter 3, "School Snapshots: Differing Views of Gender," discusses girls' reactions to school reforms and gender equity initiatives at three middle schools. Chapter 4, "Gender Equity and School Reform," examines school location differences in defining gender issues. Chapter 5, "Outcomes and Recommendations," identifies eight outcomes: (1) girls use strategies to form identity and negotiate school; (2) mentors are crucial to girls' developing sense of self; (3) school reform should connect to girls' and boys' adolescent experiences and developmental needs; (4) leadership opportunities bolster girls' competence and increase actual influence in school; (5) suburban schools approach gender issues through explicit policies, urban schools through committed individuals, and rural schools through reforms that address gender issues indirectly; (6) schools must mesh policy, committed individuals, and program reform to make gender equity essential; (7) public dialogue is critical to sustained school change; and (8) research on gender issues can benefit girls in all school settings. Strategies such as detracking, small learning communities, developmentally appropriate approaches, and multicultural and feminist curricula will empower all students. Contains 7 appendices detailing the research approach paper looks at children's perceptions and responses in relation to programming on children's television. Topics include: (1) what are children's programs?; (2) when do children become adults?; (3) criteria for quality; (4) operationalization; (5) children's TV in a child's perspective; and (6) fascination and television. Results from observations of children's television viewing are then listed, including the following: (1) programs with children in leading parts gained the most interest; (2) concrete stories, with a dramatic climax or a change in rhythm, gained more interest than program sequences with a concrete story; (3) watching together with other children increased children's attention and was a positive communication factor; (4) when the story had a simple, logical development, the children seemed to grasp better the relationship and continuity between different sequences and the story line; and (5) sequences whereby the children could associate their own experiences increased their fascination. Following this list of observations, the paper explores the question: "Who Defines Quality: Experts and Parents or Children and Youngsters?" The paper concludes by noting that it will be a challenge for the future to analyze and evaluate the importance of the various perspectives of both children and adults, and that "children and youngsters prefer a fascinating story rather than a programme loaded with explicit explanations." (WJC)

ED 402 025 PS 024 767

Ferguson, Phil
Transitional First Grade, Retained, Held Out and Promoted Samples: An Explanatory Summary of Initial and Concomitant Longitudinal Academic and Behavioral Findings.
PUB DATE- 15 Oct 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Failure; Comparative Analysis; *Grade Repetition; High Risk Students; Longitudinal Studies; Outcomes of Education; *Primary Education; Program Evaluation; Quasiexperimental Design; *School Entrance Age; School Readiness; Student Promotion; *Transitional Programs; Underachievement

This 10-year study compared the achievement of 3 samples of students designated at-risk for school failure and 1 sample deemed not at risk, and followed a transitional first-grade school readiness program (SRP) population from prekindergarten through eighth grade to identify contextual factors associated with student progress. At-risk samples were students in a transitional first grade (SRP); students recommended for the transitional program but not placed (SRP-NP); and students retained in kindergarten, first, or second grade (RET). A sample of promoted students (PRO) was designated as non-risk. A group of students held out (HO) for a year prior to kindergarten had unknown risk status. Data were collected through readiness tests, teacher ratings, parent surveys, standardized achievement tests, report cards, and other school records. Outcomes were contrasted for comparative analysis between samples. Results indicated that SRP students underachieved the PRO students on all salient measures from second grade onward. They did not perform better than the SRP-NP group on any achievement measure. SRP students rated as aggressive (close to 35 percent) had lower achievement than nonaggressive SRP students. SRP students were subsequently referred to and placed into special education by second grade

IDENTIFIERS- *Substitute Care

This practicum project investigated the management of substitute staff at a workplace day care center in Ontario, Canada. Although the center was a locally noted "model" facility, an increase in the use of substitute staff raised concerns about consistency and quality of care. A 10-week management plan was implemented which involved: (1) distribution of orientation, general, and security information packages to substitute staff; (2) instructional interactions between substitutes and the center's director and permanent staff; and (3) evaluation of and feedback on substitutes' performance. The first objective of the implementation, for substitute staff to achieve a full knowledge of the center's philosophy, had conflicting results, indicating that more feedback is necessary to ensure application of the philosophy in daily activities. Another objective, elimination of security lapses, was successful. Negative program delivery impacts from use of substitute staff was also reduced, but not to the extent desired over the implementation period. Explanations for this finding include lack of time and subsequent low number of experiences for each substitute teacher. (Contains 16 references.) (EV)

ED 402 043 PS 024 812

Umek, Ljubica Marjanovic; Lesnik, Petra

Social Interaction and Types of Play in Mixed-Age and Same-Age Groups in Early-Childhood Institutions.

PUB DATE- Sep 96

NOTE- 18p.; Paper presented at the European Conference on the Quality of Early Childhood Education (6th, Lisbon, Portugal, September 1-4, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Age Groups; Early Childhood Education; Foreign Countries; *Interpersonal Relationship; *Mixed Age Grouping; Peer Groups; Peer Influence; *Play; Preschool Education; Role Playing; *Young Children

IDENTIFIERS- Slovenia

This study compared the social interaction and types of symbolic play found in mixed-age and same-age preschool groups. The sample included 8 groups of 14 to 20 children, which were naturally formed and had been operating since the beginning of the school year. The four same-age groups included a group of 3- to 4-year-olds, a group of 4- to 5-year-olds, a group of 5- to 6-year-olds, and a group of 6- to 7-year-olds. The four mixed-age groups consisted of children between 3 or 4 years and 7 years. Each group was videotaped during spontaneous play. All play sequences classified as symbolic were selected and analyzed for content, degree of complexity, and the wholeness of the symbolic transformation using McLoyd's evaluation scheme. This scheme included the following categories: (1) animation; (2) reification; (3) attribution of object property; (4) substitution; (5) object realism; (6) attribution of non-existent object property; (7) situation attribution; and (8) role attribution. Findings indicated that children in mixed-age groups achieved higher forms of symbolic transformation than their peers in same-age groups and that role and situation attribution occurred more frequently in mixed-age groups. The study also found that children in mixed-age groups engaging in role play spent relatively long periods of time in that type of play and that children changed roles within the play sequences regardless of their age. (Contains 16 references.) (KDFB)

Special Education; *Staff Development; *Teacher Collaboration
IDENTIFIERS- *Collaborative Research; Symbolic Interactionism

Using a symbolic interactionism theoretical perspective, this project examined the merits of team collaborative action research as a tool in comprehensive staff development for middle- grade teachers. The specific question examined during the action research was how inclusion of special needs students affects the academic and social achievement of other students. During the month-long planning phase, special and regular education teachers and an instructional coordinator met with a university researcher to discuss their beliefs about research and the research questions. During the baseline phase, each teacher observed and interviewed at least three students, compiled individual and standardized test scores, and reflected on their results. During the 3-month action phase, teachers took various actions and collected data to define inclusion effects. Three suggestions emerged from the action phase: (1) inclusion classes should contain as few special education students as practical; (2) inclusion classes should contain a good mix of above average students to be used as peer tutors; and (3) inclusion classes should be scheduled early in the day. During the reflection phase, teachers noted the positive impact of teaming, the increase in reflective teaching, the enhanced communication, and the opportunity to put theory into practice. Examination of the teacher's group interactions during the action research project indicated that teacher team collaborative action research served as a form of self-reflective questioning which enabled practitioners to better understand and solve problems of interest to them in their own educational setting. (Contains 8 references.) (KDFB)

ED 402 061   PS 024 831

Margolin, Edythe
Self-Discovery and Professional Development.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Dallas, TX, November 22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Career Choice; Caregivers; *College Students; Course Selection (Students); Higher Education; Individual Development; *Professional Development; Self Actualization; *Self Concept; Self Esteem; Self Evaluation (Individuals); Teacher Education; Values Clarification

This paper explores the role of self discovery in the early stages of caregiver professional development, with a focus on the array of choices available to university students. The assumption is that many people do not know their repertoire of skills until asked to complete a project requiring those skills; thus, "the heart of becoming a professional involves gestation of self-development as an adult." It is necessary that students be given a wide variety and levels of information so they can recognize where their own inner linkages seem to connect with various professions. Until students identify their professional choices, they are not comfortable or confident in planning their academic programs. Students should continue the search for professional development because it: (1) promotes exploration; (2) stimulates creativity; (3) promote self-awareness; (4) energizes activity; (5) increases self-testing; (6) creates open-mindedness; (7) affects positive mental

This report provides an overview of the activities funded in 1994 by states using funds available for quality improvement and supply building in the Child Care and Development Block Grant (CCDBG). Information on the activities was obtained through mail surveys conducted by the National Child Care Information Center with 45 states and territories responding. Selected descriptions of funded projects are provided--with the grant amount where available--in each of nine topic areas: (1) systems of professional development; (2) child care resource and referral agencies; (3) consumer education and support of families; (4) support of licensing; (5) development of family child care networks; (6) state certification of quality programs; (7) programs for teen parents; (8) community coordinators and interagency facilitators; and (9) leveraging funds. Following the topic descriptions, there is a synopsis of the activities funded through the CCDBG quality improvement funds. Contains 23 references (called "Resources") and a list of block grant administrators. (KDFB)

ED 402 079 PS 024 855

Silber, Kathleen; Dorner, Patricia Martinez
Children of Open Adoption.
PUB DATE- 90
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Adopted Children; *Adoption; *Adoptive Parents; Age Differences; Biological Parents; Case Studies; Children; Grief; Letters (Correspondence); Parent Child Relationship; Personal Narratives
IDENTIFIERS- Adoption of Older Children; Foreign Adoption; Identity (Psychological); Identity Formation; Loss; *Open Adoption

Since the early 1980s, open adoption has been rapidly gaining ground, replacing the sealed records and the secrecy and shame that were attached to the subject. This book considers the long-term effects of open adoption on the children involved and presents case histories and letters from adoptees. Chapter 1, "Open Adoption: Definition, Evolution, Benefits," describes the evolving practice of open adoption and potential benefits and problems for the adoptee, birthparents, and adoptive parents. Chapter 2, "Essential Ingredients in Open Adoption," considers the key prerequisites for successful open adoptions. Chapter 3, "The Infant," discusses issues related to the "honeymoon" period, bonding and entitlement, and the developing relationships. Chapter 4, "The Preschool-age Child," presents concerns about discussing adoption with the child, the experience of grief in adopted children and adoptive parents, visitation issues, and differences in attitudes toward discipline by the birthparent and the adoptive parents. Chapter 5, "The School-Age Child, Part 1," discusses further communication with the child about adoption, children's understanding of adoption and loss; grief, guilt, and loyalty issues; communication with the birthmother; and approaching birthfathers. Chapter 6, "The School-Age Child, Part 2," presents the experiences of adoptive parents who have had ongoing visits from birthparents. Chapter 7, "The Teenage Years," revisits the issues of grief and loss related to the adolescent's developing identity. Chapter 8, "Other Dimensions of Open Adoption," considers in-family adoption, foreign adoption, and adoption of older children. Chapter 9, "Long-Term

As part of a nationwide effort to highlight the well-being of children in every state, Texas Kids Count is building a comprehensive database of indicators of child well-being to be used to produce annual data books and other analyses on the status of children in Texas. This report presents, county by county, data on several child well-being indicators. Following a foreword, the report presents an overview and findings, and county indicator maps for the following indicators: (1) percent low birthweight babies; (2) infant mortality rate; (3) child death rate; (4) percent of all births that are to single teens; (5) juvenile violent crime arrest rate; (6) teen violent death rate; (7) percent teens not in school and not high school graduates; (8) percent teens not in school and not in the labor force; (9) percent children in poverty; (10) percent children in single parent families; (11) unemployment rate; and (12) median household income. The bulk of the report presents fact sheets for each county detailing the above-listed indicators. Three appendices contain county rankings, data descriptions and sources, and federal poverty guidelines. (AMC)

ED 402 098 PS 024 878

Child Violent Death in Texas. A Special Report for Children's Trust Fund of Texas.
SPONS. AGENCY- Children's Trust Fund of Texas, Austin.
PUB DATE- Mar 95
NOTE- 75p.; Prepared by Texas Kids Count Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- At Risk Persons; *Child Abuse; Child Health; Child Neglect; *Children; Child Welfare; *Death; Environmental Influences; Family Violence; Homicide; Infant Mortality; *Mortality Rate; Prevention; Safety; State Surveys; Suicide; Tables (Data); *Violence
IDENTIFIERS- *Child Mortality; Child Protection; Child Safety; *Texas

This Kids Count report presents a brief demographic analysis of preventable child deaths in Texas. The analysis integrates quantitative and qualitative information on accidents, homicides, and suicides, with data on deaths from disease and other causes to compare different age groupings, ethnic groups, and time periods. Texas Department of Health statistics are complemented by data from social science journals, policy reports, and the popular press. A special selection of accidents that are in many cases preventable and could potentially be linked to child abuse and neglect are highlighted. The report opens with an overview of the incidence of infant, child, and teen death rates by ethnic group. Subsequent sections review in greater detail Texas data on deaths attributed to the maltreatment of children (abuse and neglect), as well as deaths due to accidents, homicides, and suicides. A discussion of the problems in data collection and analysis of these topics is followed by a concluding statement on the trends evident in Texas child death statistics. The appendices include formal definitions of the categories of analysis, detailed tables supporting the charts illustrating the report, and child death statistics given on a county-by-county basis. (Author/SD)

ED 402 099 PS 024 879

The Texas Childhood Hunger Identification Project. Final Report.

(Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Alaska Natives; American Indian Education; American Indians; Canada Natives; *Civil Liberties; Court Litigation; Economic Development; Ethnic Discrimination; Foreign Countries; Government Role; *Indigenous Populations; Political Issues; Politics; *Self Determination; Tribal Sovereignty
IDENTIFIERS- *Environmental Protection; *Land Rights; United Nations; Water Rights

This annual publication examines political, legal, social, and educational issues concerning indigenous peoples around the world during 1995-96. Part I highlights news events and ongoing situations in specific countries, including threats to indigenous territories, human rights violations, political victories, developments at the United Nations, and activism by indigenous women. In the Arctic, resolutions adopted at the 7th Inuit Circumpolar Conference were concerned with self-determination, conflict over Inuit rights to harvest bowhead whales, ongoing conflict between the Gwich'in and Inuit peoples in northeastern Alaska over oil drilling on indigenous land, and continued efforts of indigenous organizations to preserve subsistence hunting and fishing rights. In North America, news events and ongoing situations include: (1) conflict between Canada's Lubicon Indian Band and the Daishowa Paper Company and UNOCAL sour gas plant regarding the environmental degradation of Native land and harmful health effects; (2) the Canadian government's role in the continued exploitation of mineral rights by foreign industries in northern Labrador; (3) organized efforts of the Blackfeet, Western Shoshone, and Apache tribes to protect Native lands and sacred sites in the United States; and (4) the Leonard Peltier case. Additional sections cover Mexico and countries of Central America, South America, the Pacific and Australia, east Asia, southeast Asia, south Asia, and Africa. Part II describes work on behalf of indigenous rights in the United Nations with regard self-determination, land and resource rights, access to education, and the provision of culturally relevant education. Contains maps, photographs, and a list of IWGIA publications. (LP)

ED 402 117 RC 020 775

Summers, Gene F., Comp.; And Others
Rural Poverty Resource Directory. 2nd Edition.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Apr 96
NOTE- 150p.; Prepared by the Task Force on Persistent Rural Poverty.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Welfare; *Consultants; Human Resources; Labor Market; *Poverty; Profiles; *Public Policy; Researchers; Rural Areas; Rural Development; Rural Economics; Rural Education; Rural Population; *Rural Sociology; Social Problems; Social Science Research; *Social Scientists; *Specialists
IDENTIFIERS- *Policy Issues

This directory contains names and contact information for over 50 social scientists who are available for consultation on policy issues related to poverty in rural America. Part I is organized by topics that are relevant to rural poverty policies and legislation. Under each topic heading are the names; university affiliations; addresses; and E-mail, telephone, and fax numbers of specialists whose research focuses on the particular topic. Entries also indicate the types of services specialists

Research Institute reported the number of home-schooled children to be approximately 500,000 students, one percent of the total school-age population. Parents choose home schooling for various reasons including differences in religion, concerns about the safety of public schools, overcrowding of public schools, contrasting views about discipline, providing a better learning environment for special needs children, avoiding negative peer pressure, devoting more time to development of children's special talents and interests, and beliefs that school curricula are ineffective or irrelevant. Research indicates that home schoolers score as well or better than their public school peers on achievement tests. This can be attributed to the significant amount of time parents' devote to their children's education and the availability of educational resources for home schooling. Because rural communities have different needs and resources from those found in the populated areas, nontraditional programs such as home schooling are becoming more prominent. With the advent of technology and personal computers, home schooling in rural areas is no longer dependent upon parental education or community resources. In addition, home schooling is cost-effective when compared to the time and money required to transport students to large, centralized schools. Idaho is considered one of the United States' leaders in home-schooling and has several home-schooling advocacy organizations. Idaho legislation passed in July 1995 gives home-schooled and private-school students access to the academic, elective, and extracurricular programs of public schools. Educators should comply with and support the requirements of their state legislature concerning home schooling. (LP)

ED 402 136 RC 020 838

Howley, Craig B., Ed.; Eckman, John M., Ed.
Sustainable Small Schools: A Handbook for Rural Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; Community Involvement; Community Schools; Educational Change; *Educational Innovation; Educational Principles; Elementary Secondary Education; Institutional Survival; *Participative Decision Making; Politics of Education; *Rural Education; Rural Schools; *School Community Relationship; *Small Schools
IDENTIFIERS- Sustainability

This book aims to help parents, community members, and educators find resources, design school options, and take action together to improve small rural schools in ways that meet community and student needs. Chapter 1 discusses the virtues of smallness, outlines basic assumptions about the role and nature of good education, examines the school-community relationship and the need to reestablish parent and community involvement, and underscores the ability of citizens to be educational change agents. Chapter 2 discusses the aims and history of mass schooling in industrial society; social and political forces driving school consolidation; ways to address the "hard" issues

ED 402 156 SE 058 913

Close, Denise; And Others
National Standards and Benchmarks in Science Education: A Primer. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Strategies; Elementary Secondary Education; Professional Development; *Science Curriculum; Scientific Literacy; Standards
IDENTIFIERS- ERIC Digests; National Science Education Standards; *Reform Efforts

This digest highlights the key features of the science education reform movement as it relates to curricula and classroom practices. The ideas presented here have been gleaned from the National Science Education Standards and the Benchmarks for Science Literacy, both of which elaborate ideas emerging from Project 2061 and other efforts that have focused on the science knowledge and skills literate citizens should possess. Topics discussed include what the Benchnmarks and Standards are, and what they are not, goals and purposes of Standards and Benchmarks, the real agenda behind these projects, comparing the guidelines of Benchmarks and Standards regarding science content, the influence of Benchmarks and Standards on state and district curricula and individual teachers, measuring progress towards achieving Benchmarks and Standards, and professional development issues addressed by the Benchmarks and Standards. Selected Internet resources are also included. (JRH)

ED 402 157 SE 058 990

Haury, David L.; Milbourne, Linda A.
Mathematics Education Resources on the World Wide Web. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Uses in Education; *Educational Resources; Elementary Secondary Education; *Internet; *Mathematics Education; *World Wide Web
IDENTIFIERS- ERIC Digests

Among the Internet's many resources is the World Wide Web, a global network of information servers provided by individuals, organizations, businesses, and federal agencies who are offering documents, data, images, and interactive sessions. For teachers, students, and parents this means access to information not in textbooks or the local library, fast-breaking news, ideas for lessons and activities, and collaboration with others on projects of mutual interest. This digest provides an annotated listing of Web resources relating to mathematics education. Though not an exhaustive list of what arrangements that build confidence to the more complex and creative patterns that inspire students to combine their imagination and their mathematical skills. (JRH)

ED 402 180 SE 059 440

Clarkson, Philip C., Ed.
Technology in Mathematics Education: Proceedings of the 19th Annual Conference of the Mathematics Education Research Group of Australasia (MERGA) (Melbourne, Victoria, Australia, June 30-July 3, 1996).
PUB DATE- 96
NOTE- 645p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Calculators; Classroom Communication; Computer Uses in Education; *Early Childhood Education; *Educational Strategies; *Elementary Secondary Education; Ethics; Evaluation; Foreign Countries; Internet; Investigations; Knowledge Base for Teaching; Mathematical Concepts; Mathematics Curriculum; Mathematics Skills; Misconceptions; Probability; Problem Solving; Professional Development; Student Attitudes; Teacher Attitudes; Word Problems (Mathematics)
IDENTIFIERS- Australasia; Gender Issues

This document contains papers presented at the 19th annual conference of the Mathematics Education Research Group of Australasia. Topics of the presentations include learning research, mathematical representations, problem solving, strategic learning behaviors, algebraic thinking and learning environments, teaching and learning of algebra, assessment, disabilities, calculators, collective argumentation, teachers' beliefs and practice, primary mathematics, differential calculus, teachers' knowledge, trigonometry and geometry, professional development, issues in teaching, standardizing the curriculum, team writing, statistics, Newman error analysis, gender issues, Internet, transition to secondary mathematics, computers and technology, negative numbers, subtraction, aboriginal educators' views, graphics calculators, language, area, probability, word problems, classroom communication, mathematical investigations, ethics and morality, integrating science and mathematics concepts, students' attitudes, instructional computing, expository writing, mathematical autobiographies, problem posing, misconceptions, discussion-based teaching, the Riemann integral, diagrams for solving word problems, fairness and fractions in early childhood, children's probability judgments, phenomenology of writing-to-learn, teachers' beliefs about teaching behaviors, and linear programming. An author index and a subject index are also included. (JRH)

ED 402 181 SE 059 441

Bowman, Diana, Ed.; And Others
Scope It Out: Standards-Based Microscope Lessons for the Middle School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 402 202　　　　SE 059 543

Jewett, Thomas O.
"And They Is Us": Gender Issues in the Instruction of Science.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; Higher Education; *Mathematics Education; *Science Education; Sex Bias; *Sex Differences; *Technology Education
IDENTIFIERS- *Gender Issues

This paper reviews research concerning women's negative or ambivalent attitude toward science and how that attitude is often reinforced by teachers. It explores prescriptions for teachers, students, and parents in an attempt to remedy this classroom dilemma. Research concerning the reason why many women have negative or ambivalent attitudes toward science points to two main factors: parental and societal perceptions and teacher behavior and expectations. The way girls and boys are treated appears to be the primary cause for the existing gender gap in science and math. A variety of factors such as parental and teacher expectations, lack of experience with scientific observations and instruments, peer pressure to conform to traditional sex-role expectations in career choice, little or no contact with female role models, and unconscious teacher bias contributes to the failure of girls to excel in mathematics and science. Confidence was also found to be strongly related with continuation in math and science. Technology, mathematics, and science are still viewed as nontraditional arenas for girls and these perceptions are often reinforced by instructional techniques that put females at a disadvantage. On the basis of these findings, prescriptions are presented, with a view to ending gender differences in the perception of and ability to do science by women. Contains 27 references. (JRH)

ED 402 203　　　　SE 059 558

Our Mission to Planet Earth: A Guide to Teaching Earth System Science.
PUB DATE- Mar 94
NOTE- 71p.; Contains seven color photographs (lithographs) that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Earth Science; Elementary Education; *Environmental Education; Global Approach; Hands on Science; Satellites (Aerospace); Science Activities; Science Experiments; Science Process Skills; *Space Sciences; Systems Approach; Technology

The primary goal of this guide is for children to become familiar with the concept of cycles and to learn that some human activities can cause changes in their environment. Although the guide addresses Earth's components, it does so from the perspective of space to show the planet as a large system with interacting parts. To demonstrate on a much smaller scale how these parts work together, children are asked to build their own Earth system--a terrarium--which is used for experimentation throughout the unit. Through experimentation

Grube, Karl W.
The Grube Method: The Art of Teaching and Learning Useful Information by Designing and Playing a Simulation Game.
PUB DATE- 94
NOTE- 22p.; For related item, see SO 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Games; Elementary Education; *Games; Play; *Recreational Activities; Simulation
IDENTIFIERS- *Grube Method

The Grube Method of Instruction is a teaching and learning system for the acquisition and reinforcement of essential learned skills necessary for school success. The system consists of an illustrated book of useful information, a deck of standard playing cards, and an educationally designed gameboard. It is appropriate for students aged three through adult. The game players acquire useful information by designing and playing simulation games that integrate book knowledge, card playing skills, and gameboard finesse into an entertaining educational experience. The paper suggests various games and activities to address interest and learning styles. (EH)

ED 402 225 SO 026 175

Grube, Karl W.
Doctor Grube's Playing Cards or The Grube Method Simulation Game for Create-A-Deck of Standard 56-Printer Playing Cards!
PUB DATE- 94
NOTE- 8p.; For a description of the Grube method, see SO 026 174.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Games; Elementary Education; *Games; Play; *Recreational Activities; Simulation
IDENTIFIERS- *Grube Method

This paper describes how to create a deck of 56 playing cards using historical or educational facts in place of the numbers on the playing cards. Card data also deal with various games and activities to address interest and learning styles. (EH)

ED 402 226 SO 026 189

Myself and Women Heroes in My World. National Women's History Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 83p.; For related items, see ED 393 779-780.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; Females; *Social Studies; *United States History; *Womens Studies
IDENTIFIERS- Earhart (Amelia); Liliuokalani; Manzano (Sonia);

behavior. At-risk youth are defined as those who have been subject to a combination of interrelated biological, psychological, and social factors that result in a greater likelihood for the development of delinquency, substance abuse, or other anti-social and self-destructive behaviors. Resiliency is the ability to overcome successfully the effects of a high-risk environment. Resilient children are identified as demonstrating: (1) social competence, including care for others and good communication skills; (2) problem solving and critical thinking skills; and (3) a sense of autonomy. While LRE is not a panacea for the complex problems facing youth-at-risk, the three factors identified as critical to resiliency are explicit objectives of LRE curriculums. LRE can foster resilience to risk factors among students. (LH)

ED 402 248 SO 026 769

Stevens, Lawrence
Creative Activities for Teaching about the Environment.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Conservation (Environment); *Ecology; Elementary Education; Energy Conservation; *Environment; *Environmental Education; Global Education; Natural Resources; Pollution; Resources; Science and Society; *Social Studies

This unit contains activities dealing with wastes, the Greenhouse Effect, ozone depletion, energy, deforestation, and species extinction. Each section has a text to explain the issues and a crossword puzzle to reinforce the vocabulary. There are diagrams with questions that can be used as handouts or as transparency masters. (EH)

ED 402 249 SO 026 770

Stevens, Lawrence
Creative Activities for Teaching about the 1940's & 50's. Problem Solving and Critical Thinking Activities.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; Critical Thinking; Decision Making; Elementary Education; International Relations; *Japanese Americans; Modern History; Problem Solving; *Social Studies; *United States History; World Affairs; World History; *World War II

This unit focuses on the decades of the 1940s and 1950s by studying key events from the eras. Students analyze issues and think critically about decisions made during the time. Topics of the unit include: (1) "Japanese Relocation"; (2) "Rationing: Who Should Get What?"; (3) "War in the Pacific"; (4) "The Draft: Who Should Fight a War?"; (5) "Franklin D. Roosevelt: Decision"; (6) "Harry S. Truman: Decision"; (7) "Fighting Communism"; (8) "The Election of 1948"; (9) "Security Risk"; (10) "The Warren Court"; and (11) "Rock 'n' Roll." (EH)

ED 402 250 SO 026 782

This longitudinal study was designed to ascertain if those teacher candidates (N=388) having failed to make or having made a more or less successful transition into the teaching field 7 years after the commencement of teacher preparation differed in academic aptitudes and academic abilities assessed upon commencement of teacher preparation. MANOVA procedures completed on the set of 12 Comprehensive Test of Basic Skills and American College Test scores did not consistently reveal differences among those teacher candidates who graduated but did not become certified as teachers, became certified as teachers but did not teach, became part-time teachers, and those who became full-time teachers. Relationships and statistical interactions, however, were identified between the candidates' major, gender, assurance about becoming teachers, degree of successful transition from college students to teachers, and academic aptitudes and abilities. The gathered data generally supported the hypothesis that attrition during teacher preparation and the early years of teaching does not necessarily reduce the quality of the remaining teaching pool as suggested by some earlier research findings. Nevertheless, some of the findings did lend support to the marketability theory of teacher attrition which predicts the loss of more capable candidates due to the availability of other employment opportunities. (Contains 17 references; data tables and figures are attached.) (Author/ND)

ED 402 271 SP 036 852

Marso, Ronald N.; Pigge, Fred L.
Entering Personal and Academic Characteristics of a Longitudinal Sample of Persisting and Nonpersisting Teachers Seven Years after Commencement of Teacher Preparation.
PUB DATE- Feb 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 24-28, 1996). For related document, see SP 036 847.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Academic Aptitude; Beginning Teachers; Career Choice; Elementary Secondary Education; Faculty Mobility; Longitudinal Studies; Predictor Variables; Teacher Attitudes; Teacher Certification; *Teacher Characteristics; *Teacher Persistence; *Teacher Selection; Theory Practice Relationship

This longitudinal study was designed to compare the academic, personal, and family characteristics of those teacher candidates persisting and not persisting through teacher preparation and the early years of classroom teaching. The candidates' (N=551) personal, family, and academic characteristics were collected upon commencement of teacher preparation. Seven years later the candidates were classified by degree of persistence as follows: not certified as teachers (21 percent), certified but not teaching (28 percent), part-time teachers (22 percent), and full-time teachers (29 percent). The candidates' gender, major, initial extent of assurance about teaching, and time at which they decided to become teachers were found to be associated with their degree of persistence in the transition from student to teacher but not their level of academic aptitude, level of basic academic skills, and self-rating of their expected effectiveness as future teachers. Relationships between findings from the present study and findings from the National Longitudinal

(10) the newsletter. Also included are the year-end financial report, the 1996-97 budget, the SCCTR Governance Chart, Teacher Recruitment Task Force, and Policy Board. (ND)

ED 402 291 SP 037 050

Vavrus, Michael; And Others
An Analysis of a School District's Multicultural/Non-Sexist Policy: Implications for Classroom Practices and Pedagogy.
PUB DATE- Nov 96
NOTE- 45p.; Paper presented at the Annual Conference of the National Association of Multicultural Education (6th, St. Paul, MN, November 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Educational Environment; *Educational Policy; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Multicultural Education; Program Effectiveness; School Districts; *Teacher Attitudes; Teaching Conditions
IDENTIFIERS- *Diversity (Student); *Dubuque Community School District IA; Gender Issues

This study investigated the success of the Dubuque Community School District (Iowa) in meeting its policy goal for equity and diversity through related policies and practices for staff development, curriculum development, and site-based school initiatives. A survey instrument was developed and pilot tested in collaboration with teachers, administrators, community members, and college researchers and was correlated to measure the intervention of 32 hours of staff development through workshops in diversity and student achievement. The 594 teachers employed by the district completed the survey in November 1995, and an additional random sample responded to an open-ended questionnaire during the spring of 1996. All 48 dependent variables showed significant growth in the multicultural attitudes and behaviors of the district, the schools, and the teachers. Even teachers who expressed resentment about the staff development activities acknowledged the positive effect it had in their approach to instruction. The results of the study suggested correlating site-based school reports more closely with the policies and desired practices in order to render more reliable data for policy decision making. The study also indicated that closer collaboration between preservice teacher education programs and school districts may reduce the beginning teachers' knowledge deficiencies in multicultural concepts and practices. Four appendixes contain: two samples of inservice "Respecting Ethnic and Cultural Heritage" (REACH) workshop agendas, a letter to the Chair of the Board of Education, and the survey instruments. (Contains 36 references.) (ND)

ED 402 292 SP 037 051

Flint, Amy Seely
Becoming an Effective Teacher. Professional's Guide.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(PRW)

ED 401 838 HE 029 688

Ediger, Marlow
Goals in Higher Education.
PUB DATE- 11 Oct 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Accrediting Agencies; Curriculum Design; Curriculum Development; Educational History; Educational Strategies; *Faculty College Relationship; Higher Education; Inservice Education; Instructional Effectiveness; *Instructional Innovation; Management Systems; Mentors; Organizational Development; *Participative Decision Making; Policy Formation; Professional Autonomy; *Staff Development; *Student Teaching; Teacher Administrator Relationship; Teacher Influence; Teacher Student Relationship

This five-part essay sets out various achievement goals for higher education institutions and educators. The first paper, "Guidelines in Higher Education," lists the criteria for encouraging broad faculty participation in the decision-making process, improving the quality of human relations, encouraging scholarly pursuits among faculty members, organizing the curriculum, reaching beyond accrediting agency standards, and selecting competent personnel. The premise of "All Educators Should Be History of Education Specialists," is that many older pedagogical concepts and theories are still relevant and can be adapted to today's needs. In the third paper, titled, "Staff Development in Higher Education," the importance of staff development programs, through either management-centered inservice approaches or instructor-centered personnel improvement models, is discussed. In "Achievement in Student Teaching," the importance of the student teaching experience not only to the student-teacher but also to the classroom pupil is examined. The final paper, "Decision Making in Higher Education," calls for a democratic process in which all faculty members have ample opportunities to be involved in the decision-making outcomes. (Contains a total of 38 refrences.) (CH)

ED 401 839 HE 029 689

Sandler, Bernice Resnick, Ed.
About Women on Campus, 1996.
SPONS. AGENCY- Marriott Corp., Bethesda, MD. Education Services Div.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Affirmative Action; Civil Rights; *Consciousness Raising; Educational Discrimination; Employed Women; Equal Opportunities (Jobs); Equal Protection; Females; *Feminism; Health Programs; *Higher Education; Sex Bias; *Sex Discrimination; Sex Fairness; Sex Stereotypes; Tokenism; Women Administrators; Women Faculty; Womens Athletics; *Womens Education; *Womens Studies
IDENTIFIERS- American Council on Education

This quarterly newsletter provides information about the programs, issues, and concerns of women students, faculty, and

DESCRIPTORS- College Administration; College Libraries; Colleges; *Computer Networks; Computers; Cooperation; Cooperative Programs; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Models; *Partnerships in Education; Student Personnel Services; Universities
IDENTIFIERS- Boston College MA; Campus Wide Information Systems; *CAUSE National Conference; *Customer Relations; Maricopa County Community College District AZ; Southwest Texas State University

Eight papers are presented from the 1994 CAUSE conference track on customer-centered partnering within and among higher education institutions in regard to information resources and technology. The papers include: (1) "Customer-Centered Collaboration: Libraries and IT," which focuses on the use of teams, total quality management, and business process reengineering (Geri Bunker and Barbara Horgan); (2) "Making Order Out of Chaos with a Computerized Lottery," which discusses the use of a class scheduling lottery at the Massachusetts Institute of Technology (Steven Anders Oakland); (3) "Customers as Partners in the Information Technology Planning Process," which describes the development of the Information Technology Planning Project at the University of Minnesota (Linda Jorn and others); (4) "Distance Education: What's Up," which focuses on new trends in distance education (Gene T. Sherron); (5) "Reengineering Administrative Partnerships," which examines the reengineering of student services at the University of Delaware (Susan Cover and Joseph DiMartile); (6) "The Consultancy: A Team Approach to Developing Partnerships with IT Customers," (Jan A. Baltzer and Pat Honzay); (7) "Reengineering for the 13th Generation" (Louise Lonabocker and John Springfield); and (8) "Growing the Customer--IS Partnership in System Development" (Susan R. Griffith and others). (Some papers contain references.) (MDM)

ED 401 859 HE 029 712

Information as a Strategic Resources. New Opportunities for Partnering, CAUSE94. Track III.
PUB DATE- 95
NOTE- 89p.; In: New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994); see HE 029 709.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; Colleges; Community Colleges; *Computer Networks; Computers; Cooperation; Cooperative Programs; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Models; *Partnerships in Education; Universities
IDENTIFIERS- *Campus Wide Information Systems; *CAUSE National Conference

Eight papers are presented from the 1994 CAUSE conference track on information as a strategic resource in higher education institutions. The papers include: (1) "Development of an Electronic Information Policy Framework," focusing on developments at the University of North Carolina at Chapel Hill (William H. Graves and others); (2) "Strategic Information Resources: A New Organization," which discusses the merger of the Computing Services Department and the Library at Gettysburg importance of flexibility and commitment. Also discussed are frequently asked questions such as the lack of discipline problems at remote sites; what the system looks like; teachers' responsibilities; costs of the distance learning lab; and teachers' attitudes toward the network. (AEF)

ED 401 875 IR 018 139

Child, Jack
Assessing the Impact of Computer-Assisted Instruction (CAI) in Undergraduate Latin American Studies.
PUB DATE- 1 Jul 95
NOTE- 28p.; Paper presented at the International Congress of the Latin American Studies Association (19th, Washington, DC, September 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Computer Literacy; Computer Software Evaluation; Higher Education; Hypermedia; *Instructional Material Evaluation; *Media Selection; Multimedia Instruction; *Programmed Instructional Materials; *Second Language Instruction; *Undergraduate Study; User Satisfaction (Information)
IDENTIFIERS- American University DC; Apple Macintosh; *Latin American Studies; Student Evaluation Form

This paper assesses the impact of using computer-assisted instruction (CAI) in three American University undergraduate classes, a General Education survey course on Latin America (taught in English), and two Spanish language courses. The courses utilized both commercial software programs and software programs authored by faculty using Macintosh Hypercard programming software. Data was assessed for the three classes over ten semesters from standard University numerical and narrative evaluation forms, mid-term evaluations asking for suggestions to improve the remainder of the course, an anonymous, open-ended questionnaire, and grades received for computer exercises and over-all course grades. CAI had a significant impact in the courses assessed. Selection of software is a critical issue; faculty found that many commercial programs were unsuitable for college-level courses, and that the use of authoring software involved a substantial amount of time and effort. Student resistance to CAI was related to exposure to computers in grade and high schools, and to whether students previously used Macintosh computers. The assessment found that CAI can take over many of the lower-order teaching functions, such as grammar drills and transfer of factual knowledge, and permit the instructor to devote more time and attention to higher-order functions such as discussion, critical thinking, analysis, and role-playing exercises. Contains student numerical and narrative evaluation forms; sample mid-term evaluation forms; selected narrative comments; and 12 references. (SWC)

ED 401 876 IR 018 140

Doring, Allan
The Use of Electronic Mail To Support Off-Campus Student Learning.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

contact person provided at the end of each section. The process forced the clarification and updating of written library policies and procedures, and identified inconsistencies or gaps in policy or procedures. The handbooks have helped address the reductions in reference staff by enabling many patrons to help themselves use the library's services with little or no assistance from the librarians. (SWC)

ED 401 892 IR 056 135

Kislovskaya, Galina
Preservation Challenges in a Changing Political Climate: A Report from Russia.
PUB DATE- Sep 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Cooperation; *Economic Change; Economic Factors; Foreign Countries; Government (Administrative Body); Information Storage; *Library Collections; *Library Funding; Microfilm; Politics; *Preservation; *Records Management; Social Influences
IDENTIFIERS- *Russia

In Russia today, substantial political, economic, and social changes directly affect the preservation efforts of libraries and archives. Prepared by the Deputy Director General of the M. I. Rudomino All-Russia State Library for Foreign Literature in Moscow, this report presents a distinctly Russian perspective on the ways in which libraries and archives are attempting to adapt to widespread changes while seeking to maintain their services and introduce new technologies, all with decreasing financial resources. Russian libraries require financial support in addition to verbal support in order to put into action the plans that already exist for preserving Russia's national heritage. This report provides an insider's viewpoint of where preservation efforts stand in Russia. The report covers the following topics: (1) Background--Libraries Under the Soviet Regime, and Preservation Problems; (2) A New Political Environment and its Impact on Preservation--Library Laws for Critical Needs, and Coordinating Functions; (3) The National Preservation Program: Myth or Reality?; (4) Cooperation: National and International Aspects--First Efforts, Other Microfilm Projects, and Microfilm Storage Facilities; (5) Preservation Challenges--Raising Awareness, Management, Preservation Centers, Limitations of Digital Technology, Permanent Paper, and Training; and (6) Closing Remarks. (Author/SWC)

ED 401 893 IR 056 136

Porck, Henk J.
Mass Deacidification: An Update on Possibilities and Limitations.
PUB DATE- Oct 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Chemical Reactions; History; Libraries; *Library Collections; Library Policy; *Paper (Material); *Preservation; Printed Materials; Technological Advancement
IDENTIFIERS- Barriers to Implementation; *Paper Deacidification

ED 401 911 IR 056 186

Koss, Andrea Inez
Information Needs of Kent State University Masters of Business Administration Students.
PUB DATE- 14 Oct 96
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Business Administration Education; Graduate Students; Higher Education; *Information Needs; Information Sources; Information Technology; Internet; Library Instruction; *Masters Programs; *Student Attitudes; *Student Research; Student Surveys; Study Habits; Tables (Data); *User Needs (Information)
IDENTIFIERS- *Kent State University OH

This research paper addresses the information needs of Kent State University's (Ohio) Master's of Business Administration (MBA) students. Data was collected from the students using a focused information needs questionnaire, and then summarized. The results were analyzed to determine which tools were being used by MBA students when they research business related topics. Findings show that these students use the library at Kent State University more than other libraries. Despite numerous resources available to be used specifically for business related research, the MBA students primarily used current periodicals and ABI/Inform. The students were familiar with using the Internet as well as computers in general. The students noted that formal research training about business resources would be highly useful. The most prominent finding was related to the fact that the students take their professors' advice in regards to accessing business research tools and apparently few academics are aware of the wide variety of applicable technologies in the Kent State University library and business-specific reference books. Therefore, these resources are not being recommended to students. Because of this general lack of awareness about business related research tools available in the Kent State library, both MBA students and professors could benefit from graduate level bibliographic instruction. Eight tables show responses to the survey. The cover letter and a sample questionnaire are appended. (Contains 15 references.) (Author/AEF)

ED 401 912 IR 056 187

Rodman, Ruey L.
Call Number Adjustment: The Effects on Browsability if No Adjustment Is Made.
PUB DATE- Jul 96
NOTE- 54p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Libraries; Books; Cataloging; *Classification; Display Systems; Higher Education; Library Catalogs; *Library Collections; Library Technical Processes; *Online Catalogs; Tables (Data)
IDENTIFIERS- *Browsing; *Call Numbers; Copy Cataloging; Library of Congress Classification

In these times of tight budgets, libraries are seeking ways to cut costs, and one area being examined is book processing. This

influenced attitudes and promoted understanding. (Contains 37 references.) (Author/SWC)

ED 401 930 IR 056 205

St. Martin, Sandra Anne Carkin
Native American Children's Literature: A Study of Authorship, Publisher Type, and Cultural Diversity of In-Print Works.
PUB DATE- 96
NOTE- 56p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *American Indian Culture; American Indian Literature; American Indian Studies; Authors; *Childrens Literature; *Content Analysis; *Cultural Background; Cultural Differences; Cultural Pluralism; Elementary Education; Ethnicity; Ethnic Origins; Fiction; Indigenous Populations; Printed Materials; *Publishing Industry
IDENTIFIERS- *Authorship; Cultural Sensitivity; Illustrators; *Native Americans; United States

The content of 281 works of in-print children's fiction about Native Americans written for grades K-6 was analyzed to determine the amount of cultural diversity as measured by cultural area, time frame, and physical setting of the story. All analyzed works were published in the United States or Canada. Data identifying publisher type, mainline or alternative, and the ethnic background of writers and illustrators were also collected to determine if these factors affect the content of the literature. Works were assessed according to ten culture areas, four time frames, and three settings. The literature portrays Native Americans as contemporary culturally diverse peoples. Results from the study include: (1) most works were written about Native Americans of the Northeast, Southwest, or Plains culture areas; (2) most works have a contemporary time frame and a rural setting; (3) only 10% of works were about buffalo hunting Plains Indians in the ethnographic present even though they comprised the most popular combination of culture area, time frame, and setting combination; (4) the majority of works were published by mainline publishers, and only 9% were produced by alternative publishers; and (5) 76% of the works were written and 69% were illustrated by non-Native Americans. (Contains 41 references.) (Author/SWC)

ED 401 931 IR 056 206

Gourlie, Suzanne K.
Reading Interests of Older Adult Public Library Users.
PUB DATE- Jun 96
NOTE- 32p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Large Type Materials; Library Acquisition; *Library Collection Development; Library Collections; Library Surveys; *Middle Aged Adults; *Older Adults; *Public Libraries; Reading Attitudes; Reading Habits; *Reading Interests; Recreational Reading; Sex Differences
IDENTIFIERS- *Reader Preferences

This study sought to identify the reading interests and preferences of older adult public library users in the Oakwood, Ohio community, and also to gauge interest in large print

America's Future and for America's Community Colleges" (Marshall W. McLeod; "Applying the Florida Plan for Community Colleges to Poland" (David Marzak); and "Computer Mediated Learning" (Maxwell C. King, Tace T. Crouse, and Bernard R. Gifford). (HAA)

ED 401 949 JC 960 677

Kelly, Christine B.
An Orientation Curriculum for Terra Community College.
PUB DATE- 2 Dec 96
NOTE- 39p.; Master's Practicum, Heidelberg College, Ohio.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Community Colleges; *Needs Assessment; Program Development; School Holding Power; *School Orientation; School Surveys; *Student Attitudes; Student Needs; Two Year Colleges
IDENTIFIERS- *Faculty Attitudes; *Terra Community College OH

In 1996, Ohio's Terra Community College undertook a project to substantiate the need for a comprehensive orientation program and to develop such a program, including a pre-college session and a college orientation class. Information was gathered through a literature review, suggesting that orientation creates a bond between the student and the institution and helps enhance student retention and persistence to graduation. In addition, orientation needs assessment questionnaires were administered to 544 incoming students between May and September 1996, and 60 surveys were distributed to full-time faculty members, division chairs, and division directors in October. Survey results indicated the following: (1) 91% of students expressed a need for information on scheduling classes, 82 % on student services, and 79% on library services; (2) 77% said they would attend an optional orientation; (3) 64% wanted a general orientation only, while 35% wanted several short orientation sessions on specific topics; (4) of the 18 faculty, chairs, and directors who completed surveys, 16 supported participation in a pre-college seminar; and (5) 15 faculty members indicated that they would consider teaching an orientation class. Based on these findings, a two-facet orientation program was developed, providing a one-day, all-day pre-college orientation session and a quarter-long orientation seminar class. Contains 14 references. Appendixes provide the student survey instrument and sample agenda, promotional materials, and evaluation forms from the orientation program. (HAA)

ED 401 950 JC 960 682

Fitzsimmons, John
Maine Technical College System Annual Report, 1996.
PUB DATE- 96
NOTE- 21p.; For the 1993-94 report, see ED 386 234.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; Continuing Education; *Department Heads; *Educational Finance; *Enrollment; Enrollment Trends; *Outcomes of Education; *School Business Relationship; *Technical Education; Tech Prep; Trade and Industrial Education; Two Year Colleges

IDENTIFIERS- Moraine Valley Community College IL

In October 1996, Illinois' Moraine Valley Community College (MVCC) conducted a longitudinal study of the characteristics of and outcomes experienced by students who entered the college for the first time in fall 1993, gathering data on retention rates, average attempted and earned cumulative hours, and graduation rates over 3 years. Of the 3,146 students included in the study, 36% were designated as Associate of Arts (AA) students; 12 % as Associate of Science (AS); 16% as Associate of Applied Science (AAS); 9% as certificate; and 30% as course enrollees, or students registering in college-level courses with no particular educational goal. Study findings included the following: (1) the retention rate after one quarter was 70% for the entire group, with AS students having the highest retention rate at 82% and certificate students the lowest at 51%; (2) as of summer 1996, the average cumulative attempted hours for college credit courses was 30, while the average cumulative earned hours was 24.8; (3) AS students had the highest number of attempted hours at 39.2 and the highest earned at 32.7, while course enrollees had the lowest of each; and (4) overall, 12% of the students had received a degree or certificate by August 1996, while AS students had the highest graduation rate at 16% and course enrollees had the lowest at 9%. (AJL)

ED 401 969 JC 970 005

Lever-Duffy, Judy, Ed.; And Others
Learning without Limits: Model Distance Education Programs in Community Colleges.
PUB DATE- 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Community Colleges; *Distance Education; *Educational Innovation; *Educational Technology; Educational Television; *Models; *Nontraditional Education; Program Descriptions; Student Personnel Services; Two Year Colleges

Based on descriptions submitted to a national panel on exemplary Distance Education (DE) programs, this monograph describes state-of-the-art DE programs at 16 community colleges. First, an introduction reviews the history of DE systems and DE in community colleges, describes the importance of revising curricula for distance delivery, discusses materials and technologies associated with DE, and reviews characteristics of synchronous and asynchronous delivery systems. The subsequent chapters then describe programs at the following community colleges: Austin Community College (Texas), Chattanooga State Technical Community College (Tennessee), Chemeketa Community College (Oregon), Dallas County Community College District (Texas), Florida Community College at Jacksonville, Genesee Community College (New York), Kirkwood Community College (Iowa), Miami-Dade Community College District (Florida), Northern Virginia Community College, Northwestern Michigan College, Rio Salado College (Arizona), San Diego City College (California), Sinclair Community College (Ohio), Tarrant County Junior College District (Texas), University College of The Cariboo's Learning Network (British Columbia), and Washtenaw Community College (Michigan). Each chapter provides an overview of the program, including a description of the students served, the program organization, instructional strategies utilized, technologies employed, student services provided, and student and the Alabama College System (ACS) and data on race, gender, length of service, age, and highest degree earned. Following information on fiscal year 1996 library resources, financial data are provided for 1990-95, including revenue/expenditure percentages for restricted and unrestricted funds, total current funds, and WCCS foundation revenues. Next, 1994 data on physical plant assets and a building inventory are presented, followed by information on the ACS, including student headcount by race and sex and personnel classified by salary schedule for fall 1995. Finally, an evaluation form is provided for the 1994-96 profile. (HAA)

ED 401 988 JC 970 025

Lee, Marcia M.
Westchester Community College Summer School Survey, 1996. Session I and Session II.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; School Surveys; *Student Attitudes; Student Behavior; *Student Characteristics; *Student Educational Objectives; *Summer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Westchester Community College NY

A study was conducted at New York's Westchester Community College (WCC) to determine the characteristics and preferences of students enrolled in the two 1996 summer sessions. Surveys were sent to 1,271 students from Session I, held from May 13 to June 7, with usable responses received from 64.2% (n=816). An analysis of responses from Session I indicated that 72.3% of the respondents were working; only 6.1% were taking a previously failed course; 73.9% planned on transferring their summer credits; 80.3% stated that they preferred short, intensive courses in the summer; 78.9% preferred classes between 8a.m. and 1p.m.; 28.9% said they learned about WCC summer school from WCC mailings, 26.7% from another student, and 15.7% from a guidance counselor; and 40.7% planned to take more summer courses at WCC. For Session II, held from June 10 to July 12, 974 students were surveyed, with 60.2% (n=586) returning usable questionnaires. Among these respondents, 72.3% were working; only 4.9% were retaking a class they had previously failed; 46.4% preferred to meet 3 times a week for 5 weeks and 38.4% preferred evening classes; 59.6% preferred classes between 8a.m. and 1p.m.; 26.6% learned about WCC summer school from WCC mailings, 30.2% from another student, and 12.3% from a guidance counselor; and 55.6% intended to take another WCC summer course. (HAA)

ED 401 989 JC 970 026

Cypress College Student Equity Plan. Revised and Approved.
PUB DATE- Sep 96
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Associate Degrees; *College Outcomes Assessment; *College Planning; College Transfer Students; Community Colleges; *Diversity (Institutional); Educational Certificates; Educational Environment;

and approximately 45 references. (KDFB)

ED 402 007 PS 024 614

West Virginia Kids Count Data Book: 1995 County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 96
NOTE- 185p.; For 1993 profiles, see ED 369 524. For 1994 profiles, see ED 383 426.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *At Risk Persons; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Day Care; Dropout Rate; Early Childhood Education; Early Parenthood; Elementary Secondary Education; Graphs; Immunization Programs; Infant Mortality; Mortality Rate; One Parent Family; Poverty; State Surveys; *Well Being
IDENTIFIERS- Access to Services; Early Periodic Screening Diagnosis and Treatment; *Indicators; Project Head Start; *West Virginia; Women Infants Children Supplemental Food Program

This Kids Count report presents data measuring the health and the economic, educational, and social well-being of children in West Virginia at the state and county levels. It measures 12 indicators of child and adolescent health, education, and economic status, but focuses on the following 10 indicators, called "Family Supports for At-Risk Children," that reflect the state's capacity to care for its youngest children: (1) percent births with early prenatal care; (2) infant mortality rate; (3) percent eligible women, infants, and children receiving WIC food and nutrition education services; (4) percent eligible children receiving Early and Periodic Screening, Diagnosis and Treatment services; (5) percent 2-year-olds completing recommended immunization plan at health departments; (6) percent poor and near poor children receiving Medicaid; (7) percent children under 6 years with working parents without regulated day care; (8) percent eligible children served by Head Start; (9) percent of all children approved for free and reduced school meals; and (10) percent of all births to mothers with less than a 12th grade education. Following a foreword and overview outlining the Kids Count project, the report includes the following: a display of 10 state maps graphically representing the aforementioned indicators; status of children by indicator; West Virginia Kids Count scores and composite county rankings; West Virginia state profile; West Virginia minority profile; county profiles in alphabetical order; and three appendices containing definitions, methodology, and sources; notes on statistics and methodology; and a list of committee and staff members. (TJQ)

ED 402 008 PS 024 638

Grant, Jim; And Others
Our Best Advice: The Multiage Problem Solving Handbook. K-8.
PUB DATE- 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Educational Change;

more often than PRO students, SRP-NP students, and HO students, but at the same rate as RET students. The most significant early risk factors for poor achievement among SRP students were increased age and distinct aggressiveness. Successful SRP students had higher initial achievement test scores and mothers with higher levels of education than nonsuccessful SRP students. Initial kindergarten behavioral and parental factors were better predictors of second-grade achievement than readiness measures. Ratings of personal-social deficits in kindergarten predicted lower seventh-grade grade point averages. (Contains 131 references.) (KDFB)

ED 402 026   PS 024 770

Court, Sue; Delany, Val
A System's Literacy Initiative: Refining and Enriching Early Literacy Practices in Classrooms.
PUB DATE- Jan 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Beginning Reading; Catholic Educators; *Catholic Schools; Early Childhood Education; Early Intervention; *Emergent Literacy; Foreign Countries; *Literacy Education; *Professional Development; Reading Achievement; Reading Improvement; Reading Instruction; Reading Strategies; Teacher Education
IDENTIFIERS- Program Characteristics

The Catholic Education Office of Sydney, Australia, has completed the first year of a 3-year literacy initiative which included an early literacy strand providing professional development for all kindergarten, Year One, and Year Two teachers, with a particular focus on the needs of beginning readers and writers. This paper outlines the planning, delivery, and evaluation of the professional development provided to teachers in early literacy training. In addition to the structure of the course, the paper outlines key features of the course evaluation and describes the following elements: refining classroom practices; linking Early Literacy with the English K-6 strand; selecting guest speakers; developing displays; producing materials; networking among schools; and preparing for the next year. Contains 36 references. (AMC)

ED 402 027   PS 024 776

Alloway, Nola
Reality Bites! Sweet Innocents and Gender.
PUB DATE- Jan 96
NOTE- 14p.; Paper presented at the Australian and New Zealand Conference on the First Years of School (6th, Hobart, Tasmania, January 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Early Childhood Education; Foreign Countries; *Sex Bias; Sex Differences; *Sex Role; *Sex Stereotypes; *Young Children
IDENTIFIERS- *Australia; Gender Issues

This paper discusses the marginalization of the early years of schooling in Australian national gender reform programs.

ED 402 044 PS 024 813

'Parental Rights:' The Trojan Horse of the Religious Right Attack on Public Education.
PUB DATE- Oct 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; Child Neglect; *Child Rearing; Educational Vouchers; Elementary Secondary Education; *Parent Attitudes; *Parent Rights; *Public Education; Public Policy; Religion; Religious Education; Social Attitudes; Social Services; Values; Welfare Services
IDENTIFIERS- *Constitutional Amendments; *Religious Right

The potential intended and unintended impact of parental rights initiatives on public education and child welfare agencies and on existing laws demands further scrutiny of the legislation and of its proponents and their motivations. Proponents assert that parental rights initiatives would guarantee parents' rights to direct the upbringing of their children and would protect parents from the encroachment of federal and state governments into childrearing. Parental rights initiatives proceed on three tracks: (1) state constitutional amendments such as that proposed in Colorado; (2) federal 'parental rights' amendments, such as the Parental Rights and Responsibilities Act; and (3) proposed state statutes, such as those in Washington, Indiana, Kansas, and New Hampshire. However, parental rights initiatives would provide individuals with legal weapons to challenge public school curricula and child abuse protection laws and would jeopardize the ability of social service agencies to act effectively in child abuse cases. These initiatives are part of a larger right-wing assault on public education to pave the way for school voucher programs and is led by two national organizations, Of The People, and the American Legislative Exchange. Parental rights initiatives, especially the Parental Rights and Responsibilities Act, raise serious concerns about their potential negative impact on investigations of child abuse and neglect, the ability of children and youth to obtain needed health care and counseling, the degree to which they would aid parents who want to censor school curricula and library collections and their facilitation of the introduction of school vouchers. (Contains approximately 40 references.) (KDFB)

ED 402 045 PS 024 815

Schmitt-Rodermund, Eva; Silbereisen, Rainer K.
Acculturation of Developmental Timetables among Adolescent Immigrants.
PUB DATE- Aug 96
NOTE- 22p.; Paper presented at the International Congress of Psychology Symposium (26th, Montreal, Canada, August 16-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adolescents; Conflict; Family Influence; *Foreign Countries; *Immigrants; Interpersonal Relationship; Longitudinal Studies; Parent Child Relationship; Parent Influence; Parent Role; *Personal Autonomy; Social

health; (8) sharpens decision-making; and (9) increases self-respect and self-confidence. Professional development can begin at any age and should begin when the individual senses that it is the right time. (KDFB)

ED 402 062 PS 024 833

McDowell, Teresa; And Others
The Pacific Lutheran University - Head Start Systemic Classroom Observation Tool.
PUB DATE- Jun 96
NOTE- 21p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; *Evaluation Methods; Evaluation Problems; *Evaluation Utilization; Higher Education; *Observation; Preschool Education; Program Evaluation; Program Improvement
IDENTIFIERS- *Pacific Lutheran University WA; *Project Head Start

Head Start classroom observations are an integral part of providing high-quality services to families and children while supporting staff. All too often, however, this opportunity to enhance services and solve problems is viewed either as an evaluation of staff or as a "rubber stamp" to meet funding requirements. Depending on the professional observer's experience, goals of the observation may be poorly met and emphasis may be arbitrarily placed on certain types of information. This tool is designed from a strengths-based model not only to meet observation requirements, but also to help staff and observers conceptualize all members of the Head Start classroom as part of a large, interrelated system. There are five steps to using the observation tool: (1) pre-observation, during which staff and parent goals for the observation are solicited; (2) completion of the observation tool (an example is provided); (3) discussion with staff members of observation findings; (4) creation of a first-draft narrative report of observation and discussion results; and (5) completion of a final-draft narrative report incorporating staff input and revisions. Certain training (for example, tracking interactional patterns and being sensitive to multicultural and gender issues) is helpful when implementing this observation tool. (A sample pre-observation worksheet and narrative report are also included). (EV)

ED 402 063 PS 024 834

Totten, Samuel; And Others
Middle Level Education: An Annotated Bibliography.
PUB DATE- May 96
NOTE- 456p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- *Academic Achievement; Academic Advising; Annotated Bibliographies; Classroom Techniques; *Early Adolescents; *Educational Philosophy; Family School Relationship; Inservice Teacher Education; Integrated Curriculum; Intermediate Grades; Junior High Schools; *Middle Schools; Multicultural Education; Organizations (Groups); Professional Development; *Resource

Benefits for Everybody," discusses the normalization of adoption, and highlights the benefits of open adoption for all parties involved. Contains 19 references and 6 recommended books for children. (KDFB)

ED 402 080 PS 024 857

Wassermann, Selma
Serious Players in the Primary Classroom: Empowering Children through Active Learning Experiences.
PUB DATE- 90
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Dramatic Play; *Early Childhood Education; Elementary School Mathematics; Evaluation Methods; Foreign Countries; Instructional Materials; Language Arts; Learning Activities; *Learning Strategies; Mathematics Curriculum; Music Activities; Pretend Play; Reading Strategies; Science Activities; Self Evaluation (Individuals); Social Studies; *Teacher Student Relationship
IDENTIFIERS- Debriefing; *Play Learning; Play Materials; *Play Theory

This book presents a theoretical framework that weaves together three threads: (1) the importance of play in the social, psychological, and intellectual development of children; (2) the human need for personal power and the gratification that challenge in active learning experiences brings to one's feelings of self-worth; and (3) the imperative of respect for children--respect for them and for their choices. The position is taken that when certain conditions exist in a classroom, children become empowered by increasing their sense of self-worth, self-respect, and intellectual competence. Outlining teaching strategies and curriculum practices that enable children to develop a "can-do" spirit, the book offers a model for structuring the early childhood classroom built on an approach to teaching for thinking called "play-debriefing-replay." Following a section on perspectives on empowerment in children, the book is divided into sections covering activities before play, during play, and after play. The chapters are: (1) "The Can-Do Child"; (2) "The Can-Do Classroom"; (3) "The Teacher Decides"; (4) "Organizing the Can-Do Classroom"; (5) "Preparing Children for the Can-Do Classroom"; (6) "Curriculum for Serious Players"; (7) "Serious Play in Science"; (8) "Serious Play in Social Studies"; (9) "Serious Play in Mathematics"; (10) "Serious Play in the Language Arts"; (11) "Creative Play Opportunities"; (13) "Evaluation of Serious Players." Appendices (13) "Appendixes offer Evaluation of Serious Players." Appendices offer a list of materials for a "Can-Do Classroom" and teacher self-study tools. Contains 62 references. (AMC)

ED 402 081 PS 024 858

All the Way with the Mentor Program: The California Early Childhood Mentor Teacher Program Videotape .
PUB DATE- 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)

SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.; Public Welfare Foundation, Washington, D.C.; Texas State Dept. of Housing and Community Affairs, Austin.
PUB DATE- Mar 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Childhood Needs; *Children; Disadvantaged Environment; Economically Disadvantaged; Economic Factors; Family Environment; Federal Aid; Food; Food Standards; Homeless People; Housing Deficiencies; *Hunger; Low Income; Low Income Counties; Nutrition; *Poverty; Poverty Areas; *Poverty Programs; State Programs
IDENTIFIERS- *Food Assistance Programs; Food Distribution Programs; Food Stamp Program; Special Needs Children; *Texas

The final report of the Texas Childhood Hunger Identification Project (Texas CHIP), this document describes the most comprehensive study of childhood hunger undertaken in Texas. Through enumeration and interviewing methods, low-income families from 27 counties in Texas were analyzed in the areas of income allocation, food frequency, homelessness, and food assistance program participation to determine the extent of childhood hunger. Findings indicated 1 in 9 children under age 12 is hungry in Texas; that hungry families are working, but don't make enough money to feed their children; and that food assistance programs provide an important defense against hunger for low-income families. The report offers specific recommendations, including the maintenance of entitlement status of current federal food assistance programs because they were found to fill in gaps resulting from economic instability. (Programs found to be helpful include the Food Stamp Program and National School Lunch Program.) Secondly, access to and improvements of programs in place should be expanded. Finally, community partnerships should be formed to develop greater food security for low-income families. Lawmakers, communities, and individuals must work together to eliminate childhood hunger. (SD)

ED 402 100 PS 024 880

Kids Count in Missouri, 1996 Report.
PUB DATE- 96
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Birth Weight; Child Abuse; Child Advocacy; Delinquency; Demography; Dropout Rate; Early Parenthood; High School Graduates; Homicide; Infant Mortality; *Infants; Mortality Rate; One Parent Family; Policy Formation; Sociocultural Patterns; Tables (Data); Violence; *Well Being; *Young Children
IDENTIFIERS- Child Care Needs; *Missouri

This report is published for the purpose of improving the well-being of Missouri's children by heightening awareness of children's issues within local communities and by promoting more effective responses to children's needs throughout the state. The report documents the status of children in all 115 Missouri counties. Following an Executive Summary that reports areas of improvement, stabilization, and deterioration; and a state profile, the report presents county maps for the

provide: briefings, hearings, analysis, or phone consultations. Topics include business strategies and wages; child welfare; global restructuring; health status; housing discrimination; industrial home-working; job training programs; labor market discrimination; labor market participation; migrant farm workers; migration; NAFTA; nutrition; resource dependent communities; rural African Americans; rural crime; rural elderly; rural enterprise zones; rural families; rural Head Start; rural health care systems; rural housing; rural jobs programs; rural Latinos; rural Native Americans; rural policy; rural schools and education; small business development; spatial distribution of poverty; teen pregnancy; transportation; unemployment and underemployment; welfare participation; women, infants, and children; and the working poor. Part II provides an alphabetical listing of specialists; entries include contact information, a biographical sketch, and topic specialties. (LP)

ED 402 118 RC 020 777

Hedlund, Dalva E.
Rural? In Educational Research: It's a Matter of Purpose.
PUB DATE- Oct 96
NOTE- 16p.; Paper prepared for the Research Forum at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 11-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Influence; *Context Effect; *Cultural Context; *Educational Research; Elementary Secondary Education; Family Influence; *Research Design; Research Utilization; *Rural Education; Rural Schools; Rural Youth
IDENTIFIERS- *Interpretive Research; *Rural Culture

This paper examines the meaning of "rural" in rural education research and the relationship of this meaning to the research project's design and purpose. In traditional, comparative research designs, "rural" becomes a part of research that involves or implies comparisons with the nonrural. In contrast, emergent, interpretive designs make "rural" central to rural education research in a more subtle and profound sense. Interpretive designs make the rural context in rural education research more relevant by seeking to understand people and their actions in a holistic sense rather than aiming to predict and control individual variables, and by focusing on the conscious intentional aspects of people. Understanding the meaning or organization of a person's experience requires analysis of the person's unique dynamics and history, local culture and social structures, and collective language and symbol systems. Examples drawn from studies of rural teen pregnancy and of the impact of teachers on rural adolescents illustrate the utility of each type of research design, depending on the research purpose. Results that describe the relationship between individual variables are often applicable across educational settings. Because of the unique context, interpretive results are singularly rural, contributing to an understanding of both rural adolescents as human beings and the dynamics of development in a small rural school. Contains 10 references. (SV)

ED 402 119 RC 020 779

of consolidation (course offerings, costs, achievement); and aspects of state policy making. This chapter also lists 29 key studies and literature reviews about school size. Chapter 3 provides examples of strategies to make the rural community the focus of curricula, including community study, the Foxfire approach, and school involvement in local economic development. Chapter 4 describes innovative tactics for organizing rural schools, including the 4-day week, mixed-age (or multigrade) classrooms, and use of electronic technology. Chapter 5 provides strategic and tactical tips for making change happen. Chapter 6 is an annotated bibliography and resource list in eight sections: partnerships between schools and families or communities, coalition building, needs assessment, research on consolidation and school size, innovations featured in the book, rural resources from regional educational laboratories, and tools for finding information. Includes an index. (SV)

ED 402 137 RC 020 839

Boone, Mike
The Impact of Cumulative Voting on Four Small Rural School Districts.
PUB DATE- 13 Oct 96
NOTE- 20p.; Presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Anglo Americans; *Boards of Education; Elections; Elementary Secondary Education; Hispanic Americans; Intergroup Relations; Mexican American Education; *Minority Groups; *Racial Composition; *Rural Schools; *School Districts; Small Schools; Voting
IDENTIFIERS- New Mexico (East); *Texas

Since the early 1990s, the majority of school-aged children in Texas have been non-White. The 1995 Texas legislature authorized the use of cumulative voting in school districts as a result of lawsuits prompted by the underrepresentation of minority groups on school boards. In cumulative voting, each voter has a number of votes equal to the number of positions to be filled at the election. Voters may concentrate their votes on a single candidate or distribute them among all candidates as desired. Communities are thus able to retain election at-large for school board members, while improving opportunities for minority representation. Interviews were conducted with superintendents and board members in four rural and small school districts that recently introduced cumulative voting. The districts were Central Texas Consolidated Independent School District, Salt Independent School District, and Double Mountain Independent School District in Texas, and Lee Municipal School District in eastern New Mexico. The districts had minority enrollments of 44-72 percent, primarily Hispanic students. The interviews revealed that although cumulative voting was preferred, it has had limited impact on the ethnic composition of school boards; minority board members quickly became integrated into the board; with the exception of a few identifiable minority issues, minority board members viewed board issues from a community perspective; and cumulative voting has not improved interracial and interethnic relations. It is too early to say what the long-term impact, if any, of cumulative voting will be. Contains 14 references. (TD)

ED 402 138 RC 020 840

is available, these sites represent a range of resources and are excellent places to begin a journey through the web of interconnected sites. The list is organized by the following categories: (1) Comprehensive Sites; (2) Organizations and Centers; (3) For Parents and Children; (4) Lessons, Activities, and Resources; (5) Interactive Sites and Collaborative Projects; (6) Interesting and Unique Sites; and (7) Directories. (JRH)

ED 402 158 SE 058 991

Milbourne, Linda A.; Haury, David L.
Environmental Education Resources on the World Wide Web. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Environmental Education; *Internet; *World Wide Web
IDENTIFIERS- ERIC Digests

Among the Internet's many resources is the World Wide Web, a global network of information servers provided by individuals, organizations, businesses, and federal agencies who are offering documents, data, images, and interactive sessions. For teachers, students, and parents this means access to information not in textbooks or the local library, fast-breaking news, ideas for lessons and activities, and collaboration with others on projects of mutual interest. This digest provides an annotated listing of Web resources relating to environmental education. Though not an exhaustive list of what is available, these sites represent a range of resources and are excellent places to begin a journey through the web of interconnected sites. The list is organized by the following categories: (1) Comprehensive Sites; (2) Special Interest Sites; (3) For Parents and Kids; (4) For Teachers and Classrooms; and (5) Directories. (JRH)

ED 402 159 SE 058 992

Owens, Douglas T., Ed.
Research in Mathematics Education, 1995.
PUB DATE- Dec 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Doctoral Dissertations; Educational Research; Elementary Secondary Education; Higher Education; *Mathematics Education; Research Reports

This annual listing of research in mathematics education contains annotated citations of research papers and monographs dated 1995 through March 1996 and abstracted for the ERIC database, as well as journal articles focusing on the interpretation and implications of mathematics education research. Also included is an index of dissertations by institution and a list of journals searched. (JRH)

ED 402 160 SE 059 129

DESCRIPTORS- Educational Resources; *Inquiry; Intermediate Grades; Junior High Schools; Lesson Plans; *Microscopes; Middle Schools; *Science Activities; *Science Experiments

During the 1994-95 school year, the Eisenhower Regional Consortium for Mathematics and Science Education at Appalachia Educational Laboratory (AEL) conducted the Scope It Out project to provide training and technical assistance to educators in using the microscope as a learning tool in a standards-based curriculum. This publication is a compilation of selected lessons, developed by teachers involved with the project, that demonstrate using microscopes in the classroom for inquiry and experimentation. Topics include the microscope as a teaching and learning tool, assessing students using the microscope, organization and selection of classroom lessons, laboratory safety, and lessons submitted by teachers. Appendices contain sample class safety rules guidelines and references list for laboratory safety from the Tennessee Science Curriculum Framework. (JRH)

ED 402 182 SE 059 444

Lake, Jo-Anne
Imagine: A Literature-Based Approach to Science.
PUB DATE- 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Educational Strategies; Elementary Secondary Education; *Nonfiction; *Science Education; *Science Fiction; Scientific Literacy

This book highlights an approach to develop a program using children's literature to spark student interest in science. Reviews and recommendations of children's literature contained in the book include science-focused fiction and nonfiction selections and reflect a variety of literary styles. Using the literature as a stimulus, teachers are encouraged to introduce hands-on material in their classrooms and provide opportunities for investigation in an active learning environment. This book explores science-literature links from a variety of angles, while offering suggestions for extensions in the classroom. It serves as a guide for teachers by providing assistance in selecting and organizing suggested books and hands-on materials. The literature resources included are divided into the following categories: big books, novels, storybooks, poetry books, pop-up books, inquiry books, information books, and discovery and exploration books. (JRH)

ED 402 183 SE 059 447

Woodward, Ernest; Woodward, Marilyn
40 Lessons in Problem Solving.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Geometry; Graphs; Pattern Recognition; Probability; *Problem Solving; *Thinking Skills

This book contains 40 lessons in problem solving divided into five chapters. Chapter 1 contains several lessons in which with the terrarium, children learn about the impact of global change on the system. After completing the lessons, students also learn how scientists use satellite technology to examine the entire planet as a whole to study global climate. They create their own models of instruments and satellites and learn about careers in earth system science. Through hands-on activities, experiments, and discussions, students practice how to identify, classify, organize, and recall information. This guide contains four units: Earth From Space; Forces of Change; Global Change; and Mission to Planet Earth. Also included is a National Aeronautics and Space Administration (NASA) resource list. (JRH)

ED 402 204 SE 059 566

Wilson, Karla G.
Ozone: Does It Affect Me?
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Chemical Reactions; Chemistry; *Conservation (Environment); Cooperative Learning; Environmental Education; Evaluation; Science Activities; *Science Experiments; Science Process Skills; Scientific Concepts; *Scientific Methodology; Secondary Education; Units of Study
IDENTIFIERS- Environmental Awareness; Learning Cycle Teaching Method; *Ozone; *Ozone Depletion

This curriculum unit on the ozone is intended for high school students and contains sections on environmental science and chemistry. It has been structured according to a learning cycle model and contains numerous activities, some of which are in a cooperative learning format. Skills emphasized include laboratory procedures, experimental design, data analysis, accessing information, critical thinking, systems modeling, and communicating results. The environmental science unit contains the following topics: location of ozone in the atmosphere; sources of ozone; effects of ozone pollution; and helping to reduce ozone pollution. The chemistry unit includes the following topics: chemical reactions that lead to ozone pollution and smog; identifying solutes and solvents in a homogeneous mixture; measurements of concentrations of very dilute solutions; absorption of ultraviolet light by stratospheric ozone; chemical reactions that lead to ozone depletion; and ways that reaction rates are influenced. The units also contain multiple choice tests, attitude surveys, and essay questions. (JRH)

ED 402 205 SE 059 579

Keating, Joseph; Keating, Josephine Melenchek
Preliminary Results, Implications and Applications from a Study Comparing a Traditional vs. an Integrated High School Science Program.
PUB DATE- Dec 96
NOTE- 12p.; Paper presented at the Annual Global Summit on Science and Science Education (1st, San Francisco, CA, December 28, 1996).
LANGUAGE- English

Tallchief (Maria); Truth (Sojourner); Tubman (Harriet)

This guide presents biographies of the following women: Sojourner Truth, Harriet Tubman, Queen Liliuokalani, Amelia Earhart, Maria Tallchief, and Sonia Manzano. The use of biographies as history provides historical information and role models in a form comprehensible to young students. The personal history booklet that concludes this document serves as a guide to help students understand that they, too, will have a role in history. It basically demonstrates to students that people like themselves can make history. (JAG)

ED 402 227 SO 026 190

Karr, Jo Ann
Strategies of Teaching Social Studies and Language Arts with Clinical Experiences. Course Syllabus.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Education Courses; Higher Education; Instructional Materials; *Language Arts; Preservice Teacher Education; *Social Studies; Teaching Methods

This course syllabus describes a preservice teacher education class titled: "Strategies of Teaching Social Studies and Language Arts with Clinical Experiences." The syllabus identifies the three required textbooks and provides a bibliography. Following the course description, eight course objectives are stated; six assignments are outlined; and the grading procedure explained. A course calendar concludes this syllabus. Contains 41 references.

ED 402 228 SO 026 192

Great Decisions. Program Handbook.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Administration; *Foreign Policy; *Global Approach; Higher Education; International Education; Secondary Education; Social Studies
IDENTIFIERS- Foreign Policy Association; *Great Decisions Program

This publication focuses on how regional and statewide organizers of the Foreign Policy Association's Great Decisions organizations can promote more interest in recruiting discussion group leaders, provide leadership, and encourage new groups. This booklet offers an overview of the Foreign Policy Association's mission, programs, and materials. The standard model used by discussion groups is given, along with the three basic components to follow: developing an informed opinion by reading the text in a briefing book, sharing those opinions with a discussion group, and participating in a democratic process by filling out the opinion ballot. The goals of the program are to promote thoughtful debate and discussion, to express ideas and opinions and learn from others, and to encourage civic participation. Sample forms on how to order materials as well as press releases for community programs that

Influencing Public Policy. Lawyers Helping Young People Become Good Citizens. I'm the People--It's about Citizenship and You.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; Elementary Secondary Education; *Law Related Education; Policy Formation; *Public Affairs Education; *Public Opinion; *Public Policy; School Community Relationship; Social Attitudes; Social Change; *Social Studies; Student Participation
IDENTIFIERS- American Bar Association

Organized around the theme of influencing public opinion, this booklet provides teachers and lawyers with classroom materials for elementary grades K-3 (Level A), intermediate grades 4-6 (Level B), middle school grades 6-8 (Level C), and high school grades 9-12 (Level D). In addition, each level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the student (a pencil). The booklet contains lesson plans, activities, a public opinion poll, and an evaluation form for use by lawyers implementing the materials. The lessons and activities ask students to investigate the meaning of public policy, how public policy is shaped in the United States and their communities, and the various ways they might influence public policy. The inside front cover provides tips for lawyers preparing classroom presentations. (TSV)

ED 402 251 SO 026 793

Farnbach, Beth E.
The Basics of Grant Writing for Law and Civic Education Project Directors.
PUB DATE- Aug 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Civics; Elementary Secondary Education; *Financial Support; Grants; *Grantsmanship; *Law Related Education; *Program Proposals; *Proposal Writing; Social Studies

The purpose of this paper is to provide information about the process of grant writing for law and civic education project directors who have little or no experience with proposals. The article attempts to clarify the usual components of grant proposals and provides some grant writing strategies. The paper is not intended to provide a complete picture of the grantsmanship process. The focus is rather on assisting new grant writers as they begin the process of gaining funding. (LH)

ED 402 252 SO 026 889

Shim, Mee-Hye
Teaching about the History of Science and Technology in History Classrooms: A New Direction in STS Education.
PUB DATE- 96
NOTE- 21p.

Survey of teacher attrition were discussed, and several implications for effective teacher recruitment were drawn including the conclusion that the "making of teachers" appears to be a high risk and costly business when only 29 percent of a class of candidates have made a successful transition to full-time teaching 7 years after the commencement of teacher preparation. (Contains 21 references.) (Author/ND)

ED 402 272 SP 036 869

Breaking Away. An "Education Week" Special Report.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 29 Nov 95
NOTE- 23p.; The version processed by ERIC has been printed from diskette and is not the printed tabloid newspaper version, though the text is the same.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Charter Schools; *Educational Change; Educational Resources; Elementary Secondary Education; *Financial Support; *Information Sources; Kindergarten; Public Education; Trusts (Financial)
IDENTIFIERS- Arizona; Massachusetts; Minnesota

Four articles from this special report examine the charter school movement and whether it has the staying power to change American schooling. The articles are: (1) "Declarations of Independence" (Mark Walsh), which discusses the Boston Renaissance and Marblehead charter schools in Massachusetts, among others; (2) "Laws of the Land" (Drew Lindsay), which provides a brief overview of the history of education reform and some state laws; (3) "American Visionaries" (Lonnie Harp), which compares the charter school movement in Arizona to other states efforts and examines one former teacher's charter-application process; and (4) Charter School Resources, organizations which can provide more information, including on-line sources, some for purchase and some free of charge. (MAH)

ED 402 273 SP 036 870

Breaking the Mold. An "Education Week" Occasional Series.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 59p.; The version processed by ERIC has been printed from diskette and is not the printed tabloid newspaper version, though the text is the same.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Educational Change; *Educational Innovation; Educational Technology; Elementary Secondary Education; *Instructional Development; Nontraditional Education; Public Education; *School Restructuring; *Teaching Models
IDENTIFIERS- New American Schools Development Corporation; *Reform Efforts

Eight articles, published in various issues of "Education Week" starting in March 1994 and ending July 1995, track the work of eight educational reform design teams: (1) "Back to the Future" (Lynn Olson)--the virtues and values of the past in a modern context; (2) "A Welcome Change" (Ann Bradley)--instruction school management, and social services for students and their

(052)
DESCRIPTORS- Beginning Teachers; *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Group Activities; *Integrated Curriculum; *Parent Participation; Planning; *Student Evaluation; *Teacher Effectiveness; Teacher Improvement; Teaching Experience

This publication looks at approaches and strategies available to beginning and experienced teachers to increase their effectiveness in the classroom setting. The book highlights ways in which a classroom may be organized and curriculum decisions made to encourage students to achieve their academic potential. Chapters cover the following topics: principles of effectiveness; classroom organization; cooperative grouping; integrated approach to the curriculum; planning; assessment; parent involvement; and re-examining effectiveness. Sample guides and formats are provided throughout the book. (Contains 39 references.) (ND)

ED 402 293 SP 037 052

Grenot-Scheyer, Marquita; And Others
The Inclusive Classroom. Professional's Guide.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Case Studies; Classroom Environment; *Classroom Techniques; Curriculum Development; Disabilities; Elementary Education; *Inclusive Schools; *Individualized Education Programs; *Instructional Effectiveness; *Regular and Special Education Relationship; Special Education; Student Evaluation; Teacher Developed Materials

Inclusive education reflects the changing culture of contemporary schools with emphasis on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student needs and individualization. This guide is intended to help teachers implement inclusive educational programs. Chapters in the volume cover: the rationale for and history of inclusion; support and collaboration; individualized education plans; managing the curriculum; instructional considerations; and two case studies illustrating planning tools for implementation. Suggested activities and sample forms are included throughout the book. (Contains 28 references.) (ND)

ED 402 294 SP 037 053

McClay, Jodi L.
The Multi-Age Classroom. Professional's Guide.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Organization; Classroom Environment; *Classroom Techniques; Elementary Education; Group Activities;

administrators in higher education. Each of these four issues (comprising 1 year's worth) presents brief summaries of news items or reports in regularly appearing sections covering campus news, the workplace, sexual harassment, sexual assault, violence on campus, women in athletics, and women's studies. Other regular sections list the resources available (paper and electronic) in areas such as women's health and women in science. A column on the activities of the American Council on Education's Office of Women in Higher Education also appears in each issue. A limited number of employment opportunities are also advertised. (CH)

ED 401 840 HE 029 690

Peltason, J. W.
Reactionary Thoughts of a Revolutionary.
PUB DATE- 18 Oct 95
NOTE- 65p.; Papers presented at the David Dodds Henry Lectures in Higher Education (17th, Urbana-Champaign, IL, October 18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; College Planning; College Presidents; *Educational Economics; Educational Equity (Finance); Faculty College Relationship; *Financial Needs; *Financial Support; Fund Raising; Governance; Higher Education; Innovation; Participative Decision Making; *Public Support; Research and Development; Research Utilization; Resources; Teacher Administrator Relationship; Technology Transfer

This monograph is a transcript of a lecture given by Jack W. Peltason and the four responses by panelists from the University of Illinois at Urbana-Champaign. After a brief eulogy to David Dodds Henry, President of the University of Illinois (1955-71), the talk turns its focus to two decades of crisis for higher education--the 1960s and the 1990s. The changes that came out of the early revolution, which centered on student power, civil rights, the anti-war movement, and feminism, are seen to have strengthened colleges and universities. But public higher education in the 1990s is facing other threats: chronic underfunding; a wave of public and media criticism; "the illusion of the quick fix"; and the breakdown in the university system of shared governance. To meet these challenges, the following actions are proposed: improved efficiency in managing scarce resources; a focus on academic quality; a search for new sources of funding; and, finally, acceleration of the transfer of new knowledge to the marketplace. The panelists, James D. Anderson, John E. Cribbet, Eldon L. Johnson, and Silvia Manning, generally agree with the premises set forth in the lecture, although their concerns focus mainly on the lack of funding and public support. Following the four formal responses, the panelists and Dr. Peltason responded to questions from the audience. (CH)

ED 401 841 HE 029 691

Igbineweka, Andrew O.; Princes, Carolyn D. W.
A Study of Administrator and Faculty Views of Curriculum Decisions in a Public and a Private University: Implications for African American Achievement.
PUB DATE- 1 Mar 96
NOTE- 46p.; Paper presented at the Annual Conference of the Pennsylvania Black Conference on Higher Education (26th, Pittsburgh, PA, February 28-March 2, 1996).

College (Pennsylvania) into a single division (Dennis Aebersold and Gordon A. Haaland); (3) "Distributing CWIS Information Management," which focuses on the Dartmouth College (New Hampshire) Campus Wide Information System (Robert J. Brentrup); (4) "A Small School Ventures into the World of the CWIS," which examines the development of a campus wide information system (CWIS) at Kenyon College (Ohio)(Bev Actis); (5) "Providing Access to the Scholars Work Environment (SWE)," focusing on CWIS development at California State University, Los Angeles, (Donald Carder and James Penrod); (6) "Serving Students Well Serves Us" which describes CWIS at the University of California, Berkeley (W. Russell Ellis and others); (7) "Decision Support at Stanford: Partnering with Users" (Joy Mundy and Warren Thornthwaite); and (8) "Implementing a Kiosk-Based Campus Information System at Community Colleges: Three Case Studies" (Stephen Jonas and others). (Some papers contain references.) (MDM)

ED 401 860 HE 029 713

Networking. New Opportunities for Partnering, CAUSE94. Track IV.
PUB DATE- 95
NOTE- 80p.; In: New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994); see HE 029 709.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; Colleges; Community Colleges; *Computer Networks; Computers; Cooperation; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Internet; Models; *Partnerships in Education; Technological Advancement; Universities
IDENTIFIERS- *Campus Wide Information Systems; *CAUSE National Conference

Seven papers are presented from the 1994 CAUSE conference track on networking and information sharing among higher education institutions. The papers include: (1) "Integrated Statewide Infrastructure of Learning Technologies," focusing on the University of Wisconsin System (Lee Alley); (2) "Designing and Implementing a Network Architecture Before It Becomes Obsolete," which notes relevant issues faced by the University of Pennsylvania (Noam H. Artz and Ira Winston); (3) "Future-Proofing Your Campus Network," which describes the installation of a structured cabling system at Brevard Community College (Florida) (John Walker and Lew Brashares); (4) "Multi-Network Collaborations Extending the Internet to Rural and Difficult-to-Serve Communities," which focuses on asynchronous transfer mode (ATM) Internet technology (E. Michael Staman); (5) "ATM: Reality or Pipe Dream," which focuses on ATM development at Washington University (Missouri) and the University of Nebraska-Lincoln (Douglas Gale and others); (6) "Personal Data Delivery on Campus Networks," which discusses developments at Cedarville College (Ohio) (David L. Rotman); and (7) "Implementing a Campus Networking Infrastructure," which examines developments at Southern Methodist University (Texas)(Barbara Blair Wolfe). (Some papers contain references.) (MDM)

ED 401 861 HE 029 714

New Technology. New Opportunities for Partnering, CAUSE94. Track

DESCRIPTORS- *Access to Education; Computer Literacy; *Costs; *Distance Education; *Electronic Mail; Fees; Foreign Countries; Higher Education; Information Dissemination; Microcomputers; Modems; Online Systems; Teacher Student Relationship; *User Needs (Information)
IDENTIFIERS- *Access to Computers; Australia (Queensland); *Student Support Services

A key element in the completion of study by off-campus students is support during their learning. The nature of off-campus study renders nearly impossible the face-to-face contact which provides expansion of lecture material, direct answers to problems, guidance on procedures, and immediate responses to learning difficulties. Electronic mail offers an alternative means of providing support and enriching the learning process for off-campus students. Two hundred off-campus students were surveyed to determine access to equipment, response to possible student support services, knowledge of e-mail, and willingness to meet associated financial costs. Of the 98 respondents, 54 had a computer at home, but only five owned a modem. A high proportion of respondents acknowledged the usefulness of suggested e-mail services, but apart from the possibility of interacting with a tutor, most were not prepared to pay for the services. Forty-eight respondents knew what electronic mail was, and one respondent subscribed to a commercial network. Of all respondents, 46 would be prepared to purchase or rent a modem and/or software, but did not want to invest a large sum of money. It would be inappropriate to develop an electronic student support system if some students were disadvantaged by lack of means to access the system, particularly if the support system superseded existing systems. (Contains 15 references.) (SWC)

ED 401 877 IR 018 141

CNN Newsroom Classroom Guides, October 1-31, 1996.
PUB DATE- Oct 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: the Middle East peace summit in Washington, DC, Israel's Netanyahu and Palestine's Arafat meet privately at the White House, federal judge dismisses Perot lawsuit; peace eludes Mideast leaders, search continues for downed Peruvian jet, and baseball's umpires threaten to strike in dispute regarding player discipline (October 1-4); U.S. President Clinton and challenger Bob Dole square off in first of two televised presidential debates, car bombs explode in Northern Ireland, British troops are extra vigilant in the wake of Monday's bombings, Pope has surgery, Al Gore and Jack Kemp face off in vice-presidential debate, and Netanyahu's rocky relationship with Jordan's King Hussein creates new tension in the Middle East (October 7-11); Dole camp questions the Clinton camp's ethics over a huge campaign

This report provides an update of the possibilities and limitations of currently available mass deacidification methods, focusing on the major developments in research and application of the main operational systems. This study is intended primarily to support the development of a well-considered preservation policy by librarians and archivists, with a focus on the practical implications of mass deacidification rather than the technical details of the deacidification process. The study provides a brief history of the development of the technical process, a condensed description of the treatment principle, an overview of available research and test results, indicating the main advantages and disadvantages of the process, and an inventory of actual applications for five mass deacidification systems: (1) "Battelle"; (2) "Bookkeeper"; (3) "DEZ"; (4) "FMC"; and (5) "Wei T'o." Several other initiatives are also described, involving large-scale rather than mass treatment technologies, and essentially combining deacidification with strengthening of paper. The main findings are discussed within the framework of a critical evaluation of the current possibilities and limitations of mass deacidification in general. A list of contacts is provided. (Contains 86 references.) (Author/SWC)

ED 401 894 IR 056 137

LeBaron, John F.; And Others
A Travel Agent in Cyber School: The Internet and the Library Media Program.
PUB DATE- 97
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Books (010)
DESCRIPTORS- Change Strategies; Computer Uses in Education; *Course Integrated Library Instruction; Elementary Secondary Education; Futures (of Society); *Internet; Librarians; Library Role; Media Specialists; School Community Relationship; *School Libraries

The global computing networks that are revolutionizing our society have created an opportunity for school libraries and librarians. Taking the position that librarians occupy key positions in the educational technology revolution, this book explores how technology-enhanced education improvements fit together with the library media program and how the skills possessed by librarians and media specialists make them prime candidates for an expanded leadership role in their schools and communities. Addressing issues that range from access and equity to security and censorship, the process of changing from a traditional library to an information center is examined along with implications for librarians. After outlining the history, structure, and future of the Internet and reviewing basic Internet vocabulary, organizational challenges that library media specialists might encounter as they integrate the Internet throughout the school curriculum are discussed. Promoting an information-based curriculum, the book reviews the planning process of Internet integration; considers the relationships between schools and their communities and discusses how to create viable networks; investigates effects on staff development and policy; and discusses ramifications with issues such as acceptable use, censorship, and copyright. Throughout the text, examples are used to illustrate the concepts and cite relevant Internet resources, some commonly used Internet tools are explained, and guidelines for access and curriculum application are provided. Two diskettes (one for study assesses the impact on the organization of a library collection if the call number is not changed to fit into the shelf list sequence. The research questions examined are: "Is it necessary to adjust the book number to maintain alphabetic order of items within a class and, if not, how does this affect the call number display in an OPAC (Online Public Access Catalog)?" Data were collected from books cataloged at a large, academic, research library that uses the Library of Congress Classification scheme. Three basic steps were used to analyze the sample: (1) a description of the type of copy used in book processing; (2) call number analysis to assess how many call numbers were changed; and (3) of those changed call numbers, how many would have been one, two, or three or more screens away if not changed. Results indicate that for this library's collection, 0.16% of total titles cataloged without call number review may not be easily found in the OPAC. The study shows that approximately 78% of the copy cataloged items fit into this library's collection without needing any call number adjustment. It showed that 21.9% of processed items required a call number adjustment but that for 83.5% of these titles the call number adjustment was so slight that the unchanged call number was on the same screen or the next screen in the OPAC display. Twelve tables present data and results. (Contains 26 references.) (Author/AEF)

ED 401 913 IR 056 188

Lodwick, David
Reaction to the Texaco Fair Use Ruling among Special Libraries Affiliated with For-Profit Enterprises.
PUB DATE- Jul 96
NOTE- 34p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); Court Litigation; *Fair Use (Copyrights); Journal Articles; Legal Responsibility; *Library Policy; Library Services; Periodicals; Questionnaires; *Reprography; *Special Libraries
IDENTIFIERS- Proprietary Organizations; Texaco

The "Texaco" copyright litigation resulted in new rules governing photocopying of journal articles in special libraries affiliated with for-profit enterprises. The federal court decisions in "Texaco" begin with the premise that research in those libraries serves a profit-seeking motive, and consequently the courts have indicated that photocopying of journal articles in such special libraries will generally not be protected under the doctrine of "fair use." A random sample of 200 special libraries affiliated with for-profit enterprises was selected from across the United States. Each head librarian was asked whether he or she was aware of the "Texaco" decisions and, if so, what actions the library had taken in response to the rulings. Responses to the written questionnaire showed that more than 80% of the respondents were familiar with the "Texaco" rulings. Of those, more than half have purchased photocopying licenses from the Copyright Clearance Center. A variety of other reactions, such as obtaining journal articles through a commercial document delivery service, also were reported. No single solution was dominant in the responses; instead, it appears that the affected libraries are mixing and matching remedies in an effort to achieve overall compliance with the copyright laws. The survey cover letter and questionnaire are appended. (Contains 39 references.) (Author) materials within this group. Surveys assessed in this study were completed by 70 adults age 50 or over. The results revealed a wide range of reading interests and identified several strong preferences, similar to the findings of previous studies. A majority of readers indicated a preference for standard print over large type, although women showed a stronger interest in large print with increasing age. Unlike previous studies, the survey results indicated the large print collection is used by those of all ages, and is not of interest only among seniors. Collection management of large print may need to reflect the interests of all ages, while the needs of older adults should be a priority in the development and promotion of both the regular and large print collections. Appendices include the survey and cover letter. (Contains 13 references.) (Author/SWC)

ED 401 932 IR 056 207

Griffin, James E.
Information-Seeking Behaviors of Occupational Safety and Health Professionals: The Ohio Division of Safety and Hygiene.
PUB DATE- Aug 94
NOTE- 65p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Allied Health Occupations; *Information Needs; Information Retrieval; *Information Seeking; Library Materials; Library Services; Library Surveys; *Professional Personnel; *Special Libraries; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Barriers to Information; Information Providers

This census population study surveyed 147 occupational safety and health professionals employed by the Ohio Division of Safety and Hygiene to determine how they satisfy their work-related information needs. The study achieved a response rate of 81% (n=120). Respondents were asked to identify the information providers whom they had consulted in a recent major decision or planning situation. Variables studied included information providers used, levels of satisfaction with providers, barriers to accessing information, and demographic variables. Respondents were also surveyed on their reason for use and non-use of the Bureau of Workers Compensation, Division of Safety and Hygiene Library (BWC Library). The study identifies the information-seeking behaviors of Division safety professionals, providing insight into their concerns about the cost, quality, usefulness, and time aspects of information. Division personnel use the BWC Library extensively for their information needs, and chose library materials as one of the three most helpful information sources. Safety professionals sought information providers that were close by and familiar, whether print material or a person, and then turned to outside sources. Over 70% stated they used a most helpful source based on previous experience. Appendices include respondents' written answers and comments, cover letters, and the survey. (Contains 13 references.) (Author/SWC)

ED 401 933 IR 056 208

Bambakidis, Elli
Intellectual or Physical Preservation? A Survey of the Preservation Activities of Archivists at Academic and Public Libraries.

IDENTIFIERS- *Maine Technical College System

Focusing on the 1995-96 academic year, this report discusses programs and outcomes for the seven colleges in the Maine Technical College System (MTCS). Following a message from the System President, general outcomes for the MTCS are described. This section indicates that systemwide enrollment in fall 1995 was 4,475, representing a 24% increase from 1989; that the colleges' continuing education divisions served over 11,000 students in credit and noncredit courses and workshops in 1995-96; that York County Technical College (YCTC) began operation in September 1995 with a class of 175 students; that tech prep continued its expansion in the System, with over 4,000 students enrolling in applied academics courses in 1995-96; and that the System's Quality Center program helped 30 companies in its first 18 months of existence. The next section provides profiles of program chairs at the System's seven colleges, including the chairs of business at Kennebac Valley Technical College; general education at Northern Maine Technical College; diesel, truck, and heavy equipment at Eastern Maine Technical College; business administration at YCTC; electromechanical technology at Central Maine Technical College; and nursing at Southern Maine Technical College. Pie charts and graphs are then provided showing the sources and uses of MTCS funds for 1994-95 and an enrollment history for 1989-95. Finally, lists are presented of Board of Trustee and Advisory Board members for fiscal year 1995. (HAA)

ED 401 951 JC 960 688

Lapenta, Susan; Lutz, Todd

Processes and Planning Structure Required for Implementing a Collegewide Area Network.

PUB DATE- Nov 96

NOTE- 17p.; Paper presented at the Annual Conference the League for Innovation in the Community College (Phoenix, AZ, November 13-16, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Community Colleges; *Computer Centers; *Computer Networks; *Computer Uses in Education; *Educational Innovation; *Educational Technology; Information Management; *Information Technology; Instructional Innovation; Internet; Technological Advancement; Two Year Colleges

IDENTIFIERS- *Mohave County Community College AZ

Since 1984, Arizona's Mohave Community College (MCC) has implemented innovative educational technology to better serve students, including an instructional television system to serve remote locations and a distance learning program. In 1993, the college initiated a project to upgrade its technological capabilities through the establishment of a wide area network (WAN), the creation of local area networks (LANs) on each campus, the conection of all LANs to the college-wide WAN, and maintaining a college presence on the information superhighway. With the establishment of LANs on each campus, computer learning centers (CLCs) were built into each network, allowing for the consolidation of campuses' computer facilities into a single, easily accessed location. The WAN expansion included Internet access; connections to Northern Arizona University; electronic mail; network services to faculty, administration, and classrooms; and service to a remote facility. The expansion has required the creation of computer support and management

grading and program evaluation methods, as well as a discussion of the unique or exemplary practices involved. An annotated list of DE programs at 38 colleges is appended. Contains 15 references. (HAA)

ED 401 970 JC 970 006

Mellow, Gail O.

The Role of the Community College Chair in Organizational Change: Chaos, Leadership and the Challenge of Complexity.

PUB DATE- Oct 96

NOTE- 25p.; Paper presented at the Annual Mid-Atlantic Community College Chair/Dean Conference (2nd, Blue Bell, PA, October 24-25, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; *College Administration; Community Colleges; Educational Change; Information Networks; Information Technology; *Leadership Qualities; *Organizational Change; *Organizational Communication; School Restructuring; Two Year Colleges

IDENTIFIERS- *Learning Organizations

The hierarchical organizational structures that exist at community colleges and other institutions of higher education reflect the Late Industrial Era; as organizations make the transition to the Early Information Era, however, these rigid structures can hinder institutions' efforts to effectively utilize information and respond to changing conditions. What is needed is a system that merges the process of faculty decision-making with a bureaucratic system of student registration and admissions. One possible model of this structure is the learning organization, or a structure that allows for learning and change at the organizational level, enables stability in dynamic environments, generates abundant information, and processes information rapidly. In working toward this model, academic chairs must be able to inspire their faculty to change, imagine the whole system, understand the mental models upon which processes are built, and encourage dialogue. Another concept useful in considering structural change is "co-evolution", or the ability of two systems to interact and grow over time. Key to co-evolution is communication; academic administrators need to find ways to increase communication to achieve a rich dialogue and encourage systems to mutually evolve. In the 21st century, community college department chairs will need to respond to the information explosion and constantly changing organizations and technology and use this technology to serve and support 21st century learners and teachers. (AJL)

ED 401 971 JC 970 007

Gerda, Joe

Matriculation Research Report: Course Repetition Data & Analysis.

PUB DATE- Jun 95

NOTE- 45p.; For a related report on incomplete grades, see JC 970 008.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Failure; College Administration; Community Colleges; Educational Change; *Educational Policy; *Enrollment

*Organizational Objectives; *School Demography; Two Year Colleges
IDENTIFIERS- *Cypress College CA

Describing the goals for student equity developed by California's Cypress College, this Plan provides data on outcomes and projections for each goal through 1997 and strategies to be undertaken to meet those goals. Following an executive summary, introduction, and time line of student equity activities from April 1993 to spring 1995, data are provided on the following five goal indicators: access, course completion, transfer, degrees and certificates awarded, and basic skills and English as a Second Language completion. For each goal indicator, the Plan provides an overview of the status of the goal by the college's Student Equity Committee (SEC) and a table of barriers or needs, activities to respond, the person or group responsible for the activity, the funding source, and a time line for completion. A summary is then provided of results from a 1994 survey of the campus climate, including data from student, faculty, and staff responses and a table of barriers, activities, responsible parties, funding, and time line for improving the campus climate for each group's responses. Appendixes provide the subchapter on student equity from the California Code of Regulations, a list of SEC members, a description of services provided by 34 campus programs that foster student equity, and the campus climate survey instruments. (HAA)

ED 401 990 JC 970 027

Johnson, Christine
Cypress College 1995-96 At a Glance Annual Year-End Report: Building a College-Wide Learning Community.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Outcomes Assessment; *College Planning; Community Colleges; *Departments; Governance; Organizational Development; *Organizational Objectives; Two Year Colleges
IDENTIFIERS- Cypress College CA

This report for California's Cypress College reviews major accomplishments with respect to college goals for the 1995-96 academic year. Following an introduction and a list of institutional goals adopted at an August 1995 retreat, part 1 lists 14 campus-wide accomplishments and describes their impact. Part 2 reviews accomplishments and their impacts for the following 19 individual departments and/or services: library/vocational education; the college's Equal Opportunity Program; health sciences; the physical plant; admissions and records; the bursar's office; physical education; fine arts; science, engineering, and mathematics; instructional services; language arts; financial aid; the campus children's center; matriculation and student services; counseling; administrative and students services; the college foundation; business and computer information services; the vocational-technical division; and athletics. The final part is then divided into the following three sections: (1) a discussion of shared governance at the college, including a definition of shared governance, a description of its structure and the President's Advisory Cabinet (PAC), and a review of the PAC's functions; (2) information on the college's enrollment management efforts,

Educational Improvement; Elementary Education; Grouping (Instructional Purposes); *Mixed Age Grouping; *Multigraded Classes; *Nontraditional Education; Problem Solving; Program Development; Program Implementation; Student Needs; Teacher Role; Teaching Methods

A multiyear, multiage experience, combined with what is known about collaborative learning, learning styles, and multiple intelligences, grouping practices, and the success of inclusion in such a setting, promises to give all children a real opportunity for success in the classroom. Many schools have implemented multiage programs successfully, but other programs have been rushed into without proper planning and with requirements that conflict with the spirit of multiage practices. This book shows the potential pitfalls of implementing and conducting a multiage program, and tells how to avoid them. It discusses planning, staff development, student selection, parental involvement, inclusion, specialists in the multiage classroom, and many other issues that, handled properly, will make a multiage program a success. The book is a response to concerns expressed by teachers and offers advice to those educators faced with creating a new multiage program, and to those already in a program and struggling to make it work. The first part of the book offers brief discussions of over 30 basic concepts that should be considered when implementing multiage programs. The second part provides a short list of resources, including organizations, newsletters, and conferences. The last part contains a bibliography of over 190 items. (TJQ)

ED 402 009 PS 024 640

Gordon, Rachel A.; Chase-Lansdale, P. Lindsay
A Resource Guide to Careers in Child and Family Policy: Revised and Expanded Edition, 1995.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Development; Careers; Child Advocacy; *Child Care Occupations; Childhood Needs; Child Welfare; *Educational Opportunities; Family Needs; Higher Education; *Policy Formation; Professional Development; *Professional Education; *Professional Training; Social Science Research; Social Services
IDENTIFIERS- Family Advocacy; *Family Policy

Improving the lives of children and tackling the difficult challenges facing many families in society today require talented professionals in the field. This guide provides organized data about the multitude of training opportunities in child and family policy and research. Covering public, non-profit, and private settings, it offers current information on internships, fellowships, graduate training programs, and professional career placements in the child and family policy field around the United States. The guide is designed to assist individuals at all levels--new college graduates, graduate students, or more senior professionals. Section 1 of the guide covers child and family policy training within government settings at the federal, state, and local levels. Section 2 profiles formal and informal training programs other than those in degree-granting academic departments or not directly run by a government body. These settings include research institutes and centers; research and professional associations; advocacy, policy monitoring, and information dissemination groups; and

Focusing on an action research project that addressed gender issues in preschool through grade three classes, the paper outlines the issues that teachers faced, the theoretical framework that they used, and the strategies that they employed in having children understand gender relations. The paper describes how teachers worked with children to deconstruct asymmetrical relations of power that were lived out between girls and boys at school. The paper also discusses the teachers' successful employment of a model of critical deconstruction with children in the first years of school. The paper centers on the ways in which young children establish a politics of gender that is largely reflective of what they know operates in the world beyond themselves. (AMC)

ED 402 028 PS 024 778

Fleer, Marilyn
Creating Technological Learning Contexts in Early Childhood Settings.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Curriculum Development; Educational Environment; Elementary School Curriculum; Elementary School Students; Foreign Countries; *Learning Activities; Primary Education; Student Centered Curriculum; Teacher Effectiveness; Teaching Methods; *Technology Education
IDENTIFIERS- Australia; Developmentally Appropriate Programs; *Strategy Choice; Technological Perspective

This paper outlines a range of ways that technology education can be incorporated into existing curricula without compromising those programs, the technological skills and knowledge advocated in the 1994 technology statement of the Curriculum Corporation of Australia, or the children and teachers themselves. A case study of a year-two teacher is presented to illustrate creation of a developmentally appropriate environment to involve children in thinking about the processes entailed in technology education. The proposed methods emphasize the need for technology education to be implemented in real life and not in artificial situations wherein children are asked to construct something. A series of examples is offered on how to create real-life situations based on existing curriculum routines, the arrangement of the physical environment, and the children's questions. The paper suggests that although there may be other ways that technology can be introduced to very young children, technology education--with its emphasis on designing, making, and appraising materials, systems, and information--extends children's learning opportunities. This framework provides for children another way of thinking as they engage in manipulating systems, information, and materials. (AA)

ED 402 029 PS 024 783

Wilson, Jeni
Assessment for Student Learning.
PUB DATE- Jan 96
NOTE- 11p.; Paper presented at the Australia and New Zealand Conference on the First Years of Schooling (6th, Hobart, January 1996).

Integration
IDENTIFIERS- Adolescent Attitudes; *Germany; Parental Supervision; Permissiveness

The acculturation of developmental timetables for autonomy from parental supervision and in social relationships was studied in a sample of 220 ethnic German immigrants to Germany from Romania, Poland, and countries of the former Soviet Union. The acculturation rate was predicted to be related to prior differences in parent-adolescent interaction and the frequency of adolescents' activities outside the home. Across four waves of semiannual questionnaire or interview assessments for newcomers (0-18 months residence in Germany) and experienced immigrants (18-36 months), a gradual acculturation of timetables was observed, resulting in considerably earlier ages at which autonomy was attained. Higher levels of conflict and permissiveness reported by parents and lower levels of monitoring and more frequent out-of-home activities corresponded to a more accelerated acculturation to earlier timetables for autonomy from parental supervision. With regard to autonomy in social relationships, the results were less clear, presumably because prior interpersonal experiences were less strongly associated with this facet of autonomy. Prediction of autonomy was not possible with adolescents who had resided in Germany longer than 18 months, presumably because higher levels of the family variables promoted "escape" from the constraints of the newcomers' provisional homes and thus provided opportunities to make contacts and adopt the lifestyle of adolescents from the general German population. For the group of immigrants who had resided in Germany for at least 18 months, such escapes no longer served this purpose because they had access to other opportunities not measured in this study. (Contains 36 references.) (Author/KDFB)

ED 402 046 PS 024 816

Bellm, Dan; And Others
The Early Childhood Mentoring Curriculum: A Handbook for Mentors.
PUB DATE- 97
NOTE- 141p.; For trainer's guide, see PS 024 817.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Caregivers; Day Care; Day Care Centers; *Early Childhood Education; Educational Improvement; Family Day Care; Inservice Education; *Interprofessional Relationship; *Mentors; *Staff Development
IDENTIFIERS- National Center for the Early Childhood Work Force; *Protege Mentor Relationship

Mentoring programs offer new teachers and providers a practical and supportive way to learn and grow on the job. For experienced teachers and providers, mentoring programs create an opportunity to remain in the field and advance in their profession. This guide is one part of the Early Childhood Mentoring Curriculum designed by the National Center for the Early Childhood Work Force (NCECW); the second part is a trainer's guide. The currriculum consists of a 5-day mentoring course outline, in 10 half-day modules, for covering the eight units: introduction to mentoring; becoming a mentor: options and opportunities; building the foundation for mentoring: key areas of knowledge; growing and developing as a teacher or provider; building relationships between mentors and proteges; skills for effective mentoring; mentors as leaders and advocates; and planning a learning session for adults. This

Materials; School Administration; School Community Relationship; School Health Services; School Schedules; Student Behavior; Student Evaluation; Student Needs; Teacher Education; Team Teaching

IDENTIFIERS- *Middle School Students; Youth Community Service

Developed as a reference tool for teachers, administrators, researchers, parents, and others interested in middle level education, this annotated bibliography of 1,757 entries focuses on practical aspects of middle level education and on research related to adolescence and middle level practices. Following an introduction and discussion of general, practical, and research issues, the 24 topic areas selected for inclusion are: (1) philosophy; (2) early adolescent development; (3) middle level programs; (4) middle level administration; (5) middle level facilities; (6) interdisciplinary team organization; (7) adviser/advisee programs; (8) core curriculum; (9) integrated curriculum; (10) behavior and classroom management; (11) exploratory and elective subjects; (12) social issues, community service, and service learning; (13) pedagogical issues and strategies; (14) educational technology; (15) special needs; (16) multicultural issues; (17) assessment; (18); achievement; (19) middle level teacher preparation; (20) middle level teacher inservice and staff development; (21) counseling; (22) health; (23) family and community; and (24) middle level resources. Included in the entries are articles, essays, newsletters, monographs, bibliographies, reports, dissertations, conference papers and proceedings, book reviews, videotapes, books, textbooks, and organizations. The majority of the annotations deal with works appearing since the 1980s, although seminal works from the 1960s onward are included. Each entry lists the full reference, an abstract or description, and an indicator specifying perceived weaknesses of the work. (KDFB)

ED 402 064 PS 024 835

Nelsen, Jane
Positive Discipline. (Revised Edition).
PUB DATE- 96
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- Adolescents; Attitude Change; Behavior Modification; Behavior Patterns; Behavior Problems; *Behavior Theories; Change Strategies; *Child Behavior; Child Rearing; Children; Cooperation; *Discipline; *Discipline Policy; *Discipline Problems; Negative Practice; Obedience; Parents; Teachers
IDENTIFIERS- Adler (Alfred); *Disciplinary Styles; Dreikurs (Rudolf)

Understanding why children do not behave the way they used to, and why both controlling and overly-permissive discipline styles are ineffective, is the first step for parents and teachers who are facing child-discipline problems. This book describes a program of positive discipline principles aimed at assisting parents and teachers in understanding their children. It also offers methods for practical application that will help children learn self-discipline, responsibility, problem-solving skills, and cooperation. Chapter 1 describes the positive approach and how it differs from other behavior management approaches. Chapter 2 covers some basic concepts concerning child behavior, and Chapter 3 describes the significance of birth order and how it affects children's perception of themselves. Chapter 4 explores the four main behavioral issues,

DESCRIPTORS- *Child Caregivers; *Child Care Occupations; Early Childhood Education; *Mentors; Program Effectiveness; Student Teachers; Teacher Attitudes; *Teacher Education
IDENTIFIERS- California; Professionalization of Teaching

The California Early Childhood Mentor Teacher Program matches experienced child care teachers with high school and community college students in child care and development who want direct experience working with young children. This 25-minute video describes the mentor program, illustrating the benefits of the mentor-intern relationship with student teachers working in seven different child care settings that use the mentor program. Also highlighted are the benefits of the program for the mentor teachers themselves, which include professional recognition, professional and personal growth, career advancement, and a renewed commitment to the field. A brief print guide (English and Spanish language) accompanying the video includes two exercises for preparing an audience for viewing the video, and suggested follow-up activities, such as reaction discussions, practical discussion among mentor teachers, and a visit with a mentor teacher. Levels of involvement with the mentor program are also outlined in the print guide. (HTH)

ED 402 082 PS 024 859

Voices from the Field: The California Early Childhood Mentor Institute. Videotape.
PUB DATE- 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Child Care Occupations; Early Childhood Education; *Mentors; Program Effectiveness; Student Teachers; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- California; Professionalization of Teaching

The California Early Childhood Mentor Teacher Program matches experienced child care teachers with high school and community college students in child care and development who want direct experience working with young children. This 12-minute video describes the program's annual Institute for Early Childhood Mentors, during which current and potential mentor teachers find out more about how the mentor program works and take part in training sessions addressing the stress of mentoring and early childhood care. The video presents mentor teachers sharing their experiences and talking about the challenges and benefits of mentoring intern teachers in early childhood. The video also reflects on the need for advocacy--promoting the mentoring program to parents, administrators, and legislators as a way to enhance child caregivers' skills and increase professionalization of the early childhood field. (HTH)

ED 402 083 PS 024 861

Scofield, Richard T., Ed.
School-Age NOTES. 1996.
PUB DATE- 96
NOTE- 98p.; For volume 14, see ED 382 331; volume 15, see PS 023 974.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *After School Programs; Caregiver Child Relationship; Child Caregivers; *Conflict Resolution;

following indicators: (1) "Missouri Minority Profile"; (1) "Students Enrolled in Free/Reduced Lunch"; (3) "Births to Mothers Without High School Diploma"; (4) "Low Birthweight Infants"; (5) "Infant Mortality"; (6) "Deaths of Children, Ages 1-14"; (7) "Probable Cause Child Abuse"; (8) "Out-of-Home Placement Entries"; (9) "Annual High School Dropouts"; (10) "Births to Teens, Age 15-19"; and (11) "Violent Deaths, Ages 15-19". A brief report, "Four Years of Making Kids Count in Missouri" is then presented, discussing the changing landscape for Missouri's children and an agenda for Missouri's children put forth by the Citizens for Missouri's Children. The bulk of the report presents county-by-county profiles detailing the above-listed indicators. Three appendices present raw data, data notes, and county rankings. (AMC)

ED 402 101 PS 024 881

Vaughan, Rebecca
Venturing into Co-Operative Learning in the Early Years of Schooling: A Classroom Teacher's Experience.
PUB DATE- Jan 96
NOTE- 9p.; Paper presented at the Australian and New Zealand Conference on the First Years of School (6th, Hobart, Tasmania, January 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Classroom Environment; Classroom Techniques; Consciousness Raising; Cooperation; *Cooperative Learning; Foreign Countries; Group Activities; *Group Dynamics; Grouping (Instructional Purposes); *Intergroup Relations; Interpersonal Communication; *Interpersonal Competence; Learning Activities; Learning Strategies; Peer Relationship; Primary Education; *Student Attitudes; Student Rights; Teaching Conditions; Teamwork
IDENTIFIERS- Australia (Tasmania); *Social Skills Training

An early childhood classroom teacher integrated academic goals with the acquisition of social skills by using a specific teaching strategy of co-operative learning. The teacher of 5- to 7-year-olds experienced a classroom environment which lacked respect, fairness, and tolerance in the following dynamics: (1) boys toward girls; (2) older children toward younger children; (3) more academically able toward less academically able; and (4) boys toward teachers and adults. The goal of the cooperative learning program was to implement explicit academic and social skill expectations whereby children are positively interdependent, feedback is constructive in manner, and reflection is encouraged utilizing a detailed eight-step, progressive methodology. The implementation of this approach resulted in four commonly encountered problems described in the literature of this subject--passive uninvolvement, active uninvolvement, independence, and taking charge. A fifth unanticipated problem, parent resistance, was addressed via a parent informational workshop. The other problems required modification of the methodology. The use of cooperative learning in this classroom resulted in positive outcomes in the areas of cooperation and collaboration, decrease in competitive behavior, improvement in communication skills, increase in tolerance and respect, growth of self esteem, and a more productive classroom. (SD)

Pittman, Robert B.
Economic Development: A Major Goal for Rural Education?
PUB DATE- Oct 96
NOTE- 14p.; Presented at the Annual Meeting of the National Rural Education Association Research Forum (San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *Economic Development; *Educational Attainment; *Educational Status Comparison; Higher Education; High School Graduates; High Schools; Human Capital; Income; *Role of Education; *Rural Education; *Rural Urban Differences

Several studies raise serious doubts about whether economic development should be a goal for rural education and whether a causal relationship exists between education level and income. This study sought to determine the nature of the relationship between level of schooling and income level. Census data from 1940 to the present for 13 rural states and 13 nonrural states were used to compare percentage of high school graduates in each state with per capita income and percentage of college graduates with per capita income. Results reveal a very strong association between a state's per capita income and the percentage of that state's population graduating from high school 10 years later. This association is not as strong for college graduates, but advances in the relative amount of education seem to follow relative advances in income. This suggests that the economic development of rural areas is more a result of existing economic advantages than of the educational level of the available work force. Thus the human capital argument does not adequately explain the economic development of an entire rural region or state. Taken to the extreme, the results suggest that education can produce the greatest impact on economic development by having students who will develop industry, as opposed to staffing industry. Contains 8 graphs and 10 references. (TD)

ED 402 120 RC 020 780

Mathews, Jerry G.; And Others
Assessment of Teacher Technology Needs in Fifty-Five Southeastern Idaho School Districts.
PUB DATE- Oct 96
NOTE- 42p.; Paper presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 11-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; Needs Assessment; Questionnaires; *Rural Schools; Self Evaluation (Individuals); Sex Differences; *Teacher Attitudes; Teacher Characteristics; Teacher Education
IDENTIFIERS- *Computer Use; *Idaho (Southeast); Teacher Surveys

A survey of teachers from 55, primarily rural, school districts in southeastern Idaho examined teachers' perceptions of their own ability to use educational technology and their actual technology use. In addition, the study examined the effects of

Hammer, Patricia Cahape
Native North American Language Instruction Offered at
Institutions of Higher Education.
PUB DATE- Nov 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indian Education; *American Indian Languages; *College Curriculum; *Colleges; Foreign Countries; Higher Education; *Universities
IDENTIFIERS- Canada

This directory lists colleges and universities in the United States and Canada that offer courses in 51 Native American languages. Entries are organized under language headings and include the name and address of the institution, contact person, telephone number, fax number, and E-mail address. Language headings are Anishinabe, Apache, Arapaho, Arikara, Assiniboine, Blackfeet, Central Yup'ik, Cherokee, Cheyenne, Choctaw, Coeur d'Alene, Comanche, Cree, Creek, Creek-Seminole, Crow, Dakota, Gros Ventre, Gwich'in Athabaskan, Hidatsa, Hopi, Inupiaq Eskimo, Kiowa, Klallam, Kootenai, Koyukon Athabaskan, Lakota, Lakota/Dakota, Lushootseed, Mandan, Menominee, Mohawk, Navajo, Nez Perce, Nisg-A'A (Nisqa'a), Northern Cheyenne, Ojibwe, Oneida, Paiute, Quechua, Quileute, Salish, Shoshoni, Siberian Yup'ik, Tewa, Tlingit, Tohono O'Odham, Washo, Xwlemi (Lummi), Yakama-Sahaptin, and Yaqui. (LP)

ED 402 139 RC 020 842

Spring, Joel
The Cultural Transformation of a Native American Family and Its Tribe, 1763-1995: A Basket of Apples. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *American Indian Education; *American Indian History; Blacks; Cherokee (Tribe); Choctaw (Tribe); Educational History; *Educational Policy; Elementary Secondary Education; Family History; *Federal Indian Relationship; Racial Relations; Relocation; School Segregation; Slavery; Social Change; Social Stratification
IDENTIFIERS- *Cultural Change; Mixed Race Persons

This book describes the impact of U.S. government social, cultural and educational policies on a Native American family and its tribe--the Choctaw--from 1763 to 1995. The book intertwines a personal quest for family roots in Choctaw tribal history with traditional historical methodology to examine the direct relationship between educational policies and social and cultural change among the Choctaws. The first part of the book, which covers the period prior to removal from ancestral southern lands, contrasts government and missionary goals with the desires and social organization of Choctaws and Cherokees. Ironically, the intersection of government, missionary, and tribal goals resulted in social changes among the tribes that defeated the U.S. government's major purpose of gaining tribal lands. Subsequently, the tribes were removed to lands west of the Mississippi. The second section focuses on educational history of the Choctaws in Indian Territory from the early

Palmer, Joy, Ed.; And Others
Planning Education To Care for the Earth.
PUB DATE- 95
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Attitude Change; Community Involvement; *Conservation (Environment); *Environmental Education; Foreign Countries; Global Approach; Natural Resources; *Outreach Programs; Public Agencies; Sustainable Development
IDENTIFIERS- *Environmental Awareness

The World Conservation Union brings together states, government agencies, and a diverse range of non-governmental organizations (NGOs) in a unique world partnership that seeks to influence, encourage, and assist societies throughout the world to conserve the integrity and diversity of nature as well as to ensure that any use of natural resources is equitable and ecologically sustainable. This book contains case studies in environmental communication and education that were presented at the General Assembly workshop of the World Conservation Union held in January 1994. The book is divided into three sections: the first seeks to provide some bases for planning education and communication, the second looks at NGO education programs, and the third addresses planning education at the national level. Papers include: (1) "Influences on Pro-environmental Practices" (Joy Palmer); (2) "Behaviour, Social Marketing, and the Environment" (William Smith); (3) "A Basis for Environmental Education in the Sahel" (Raphael Ndiaye); (4) "Communication: An Instrument of Government Policy" (Agnes Gomis and Frits Hesselink); (5) "Seabird Conservation on the North Shore of the Gulf of St. Lawrence: The Effects of Education on Attitude and Behaviour towards a Marine Resource" (Kathleen Blanchard); (6) "Environmental Education Programmes for Natural Areas: A Brazilian Case Study" (Suzana Padua); (7) "Addressing Urban Issues Through Environmental Education" (Shyamala Krishna); (8) "The CAMPFIRE Programme in Zimbabwe: Changes of Attitudes and Practices of Rural Communities towards Natural Resources" (Taparendava Maveneke); (9) "IUCN in Environmental Education in Western Africa and the Sahel" (Monique Trudel); (10) "A Matter of Motivation" (Ibrahim Thiaw); (11) "Education and Communication Support to the Establishment of Protected Area Systems" (Rutger-Jan Schoen); (12) "Canada: National Environmental Citizenship Initiative" (T. Christine Hogan); (13) "The Netherlands: Inter-departmental Cooperation on Environmental Education" (Peter Bos); (14) "Scotland: Developing a National Strategy for Environmental Education" (John C. Smyth); (15) "Spain: The Coordination of Environmental Education" (Susana Calvo); (16) "Australia: Community Involvement in Conservation of Biological Diversity" (Chris Mobbs); (17) "Australia: Education and Extension: Management's Best Strategy for the Great Barrier Reef Marine Park" (Donald J. Alcock); (18) "Nepal: Environmental Education and Awareness as Elements of the National Conservation Strategy" (Dadri Dev Pande); (19) "Zambia: Environmental Education" (Juliana Chileshe); and (20) "Ecuador: Raising Environmental Awareness" (Marco Encalada). (JRH)

ED 402 161 SE 059 185

Fast, Gerald R.
Analogies and Reconstruction of Mathematical Knowledge.
PUB DATE- Oct 96

solutions are derived through investigation of numerical patterns. Chapter 2 contains lessons in which problem-solving situations are presented in a graphical context. It also includes two lessons in which students construct their own graphs, then use those graphs to solve problems. Chapter 3 contains lessons in which information is presented in a picture or chart format, and students use this information to solve related problems. The lessons in this chapter involve such things as telephone and electric bills, time zones, and tournaments. Chapter 4 involves problem solving in a geometric context and contains lessons involving both two-dimensional and three-dimensional geometry. Lessons in Chapter 5 involve problem solving in a probability context. (JRH)

ED 402 184 SE 059 449

Robinson, Scott
An Interpretation of One Student's Cheating in a High School Physics Classroom: A Case Study.
PUB DATE- May 96
NOTE- 21p.; Paper presented at the Joint Meeting of the American Physical Society and the American Association of Physics Teachers (Indianapolis, IN, May 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cheating; *Ethics; High Schools; Physics; *Science Instruction; Student Attitudes

This case study is an interpretation of the honesty of a student in a high school physics classroom, and is part of a dissertation designed to investigate student roles and goals based on gender, ethics, and learning. In this paper on ethics, the actions of the physics student are examined as issues which link to the student's classroom roles and goals. The honesty of the student is questioned by the researcher as other students help her solve textbook problems and a student says the value of 'G' aloud which helps her answer a question while a test is being administered. However, the student does not consider her actions as dishonest and can justify them. It is concluded that the reporting of grades distorts the student's educational goals, which causes a conflict between the ethical issues of honesty and caring. As a caring person, the student maintains that cheating is justified in the context of the physics classroom. Contains 33 references. (Author)

ED 402 185 SE 059 451

Burton, Larry D.
Focusing on Equity in an Elementary Mathematics Methods Course.
PUB DATE- 8 Nov 96
NOTE- 26p.; Paper presented at the Joint Conference on Teaching Science and Mathematics (Little Rock, AR, November 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Constructivism (Learning); Cooperative Learning; *Educational Strategies; Elementary Education; *Equal Education; *Evaluation; Manipulative Materials; *Mathematics Education; *Preservice Teacher Education; Student Projects; Teaching Methods
IDENTIFIERS- Gender Issues

This monograph presents personal insights gained during the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cooperative Learning; *Educational Change; *Educational Strategies; High Schools; *Integrated Curriculum; Interdisciplinary Approach; Interviews; Problem Solving; *Science Instruction; Student Attitudes

One of the major themes of reform in science education is that science should not be compartmentalized into single distinct disciplines but rather should be integrated. This study investigates the effectiveness of integrated programs and impediments to their success in K-12 education. The research was carried out collaboratively by California State University at San Marcos and science teachers at the San Dieguito High School (now San Dieguito Learning Academy). Approximately 100 high school students were followed through three years of science in this suburban San Diego high school. Approximately half of these students took three years of integrated science and half took the more traditional track of science courses. After establishing baseline levels, the research focused on a number of variables such as changes in student attitudes toward science, individual and group problem solving, effectiveness of cooperative group work, and subject matter achievement mastery. Preliminary statistical analysis and interview data from both teachers and students have indicated a number of significant differences between the control and experimental groups indicating a positive effect from the use of integrated science programs. (Author/JRH)

ED 402 206 SE 059 593

Anderson, Norman D.; Stubbs, Harriett S.
Lyme Disease: A Sourcebook for Teaching about a Major Environmental Problem.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disease Incidence; *Diseases; Educational Resources; Elementary Secondary Education; *Environmental Education; Global Approach; *Health Education; Science Activities
IDENTIFIERS- *Lyme Disease

This book and others in the Changes in the Environment Series were produced as part of the GLOBE-NET Project, a partnership of science teachers and research scientists working on various aspects of global change. This book contains up-to-date information about Lyme disease, activities for the classroom, and other resources useful in teaching about the disease and global change. Sections of this sourcebook include: Frequently Asked Questions About Lyme Disease; Lyme Disease Timeline; Lyme Disease Glossary; Major Concepts; and Student Activities including geography of Lyme disease, life cycle of the tick, bean tics--taking a census, natural selection, diagnosing Lyme disease, exploring urbanization and the spread of Lyme disease, predicting possible vectors, crossword puzzles, communicating about Lyme disease, and searching the literature for information about Lyme disease. Appendices contain references and teaching resources, assessment of student achievement, black-line masters for transparencies, and organizations involved in Lyme disease education and research. (JRH)

ED 402 207 SE 059 594

wish promote their groups are included. (JAG)

ED 402 229 SO 026 195

Resolving Conflicts. Lawyers Helping Young People Become Good Citizens.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 42p.; For related document, see SO 026 132. Poster not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arbitration; *Conflict Resolution; Elementary Secondary Education; Grievance Procedures; Juvenile Justice; *Law Related Education; Lawyers; Negotiation Agreements; *Problem Solving; Social Studies
IDENTIFIERS- American Bar Association; Mediation
Organized around the theme of conflict resolution, this booklet provides teachers and lawyers with classroom materials for elementary grades K-3 (Level A), intermediate grades 4-6 (Level B), middle school grades 6-8 (Level C), and high school grades 9-12 (Level D). In addition, each level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the student (a pencil). The booklet contains lesson plans, activities, a student community service survey, and an evaluation form for lawyers using the materials. The lessons and activities ask students to investigate the meaning of conflict, the sources of conflict in their lives, and the various ways conflicts might be resolved. The inside front cover provides tips for lawyers preparing classroom presentations. A poster titled "Where Do School Conflicts Happen?" is included. (TSV)

ED 402 230 SO 026 199

Drugs in the Schools: Preventing Substance Abuse. Exercise in Participation Series. Student Text. Third Edition.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alcohol Abuse; *Citizen Participation; Citizen Role; *Citizenship Education; *Citizenship Responsibility; Civics; Drug Use; Instructional Materials; Intermediate Grades; Junior High Schools; Law Related Education; Middle Schools; Problem Solving; *Social Problems; *Substance Abuse
Designed to help students understand substance abuse and exercise civic responsibility, this book examines the problem of drugs in an imagary middle school, "Jackson Middle School." Students are asked to work with other members of their class to develop a plan to deal with the problem of drugs and alcohol in that school. After completing their plan, students may be given the opportunity to explain it to their school principal and other

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Course Content; *Curriculum Development; Educational Assessment; Educational Objectives; Elementary Secondary Education; *History Instruction; Instructional Effectiveness; *Interdisciplinary Approach; *Science and Society; *Science Education; Social Change; Social Influences; Social Studies; Technological Advancement; Technological Literacy; Thematic Approach

This document provides an overview of the status of instruction concerning Science/Technology/Society (STS) issues in elementary and secondary history courses and makes a persuasive case for the implementation and expansion of courses addressing these issues. A quick review of research on the purpose of history of science education reveals a general consensus that it should support citizenship education and the inculcation of democratic principles. STS instruction satisfies these requirements through its focus on individual initiative, social responsibility, and the interdependence between society and technology. In addition, STS instruction often provides a chronological framework that buttresses traditional history instruction. Educators note that other goals for history instruction include engendering critical analysis, problem solving skills, appreciation for other cultures, and understanding the ideas and actions that have shaped the world. The interdisciplinary approach of STS instruction, drawing material from a wide variety of sources, supports all of these efforts. Reflecting the development and evolution of scientific and historical consciousness STS instruction also incorporates intellectual and cultural history. Nonetheless, a cursory examination of social studies curricula reveals a dearth of STS courses. Although promotion of STS education has proven popular at conferences and in the professional literature few inroads have been made at the school level. Reasons given for this shortage include the traditional (and still valid) complaint of too much content, too little time. Studies, however, indicate that STS courses are popular with students and can often serve as a gateway to introduce historical periods and themes. (MJP)

ED 402 253 SO 027 009

Basile, Michael L.
On Tour with the "Accidental" Expert: Ethical Dilemmas of the Development Consultant.
PUB DATE- Apr 95
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; *Culture; Ethics; Ideology; Moral Development; Norms; Religion; Standards; Value Judgment; *Values; *Work Ethic
IDENTIFIERS- *Weber (Max)

This paper explores Max Weber's study of the origins of the secularization of the Puritan work ethic and examines the hybridized category of secular science expert. The hybrid construct provides an opening for the critical analysis of the concrete activity of development from two perspectives, the families at two South Central Los Angeles (California) schools; (3) "Adventures in Learning" (Joanna Richardson)--expeditionary learning builds on the principles of Outward Bound to teach about teamwork, leadership, and perseverance; (4) "The Outsider" (Mark Pitsch)--ways to categorize subject-area knowledge; (5) "Beyond Model Schools" (Lynn Olson)--a school system built around high standards that children can easily understand; (6) "A Community of Learners" (Meg Sommerfeld) students accumulate certificates of skills, either in traditional ways like tests or through local volunteer service; (7) "Connecting Technology" (Robert C. Johnston)--Co-NECT stresses technology, community involvement in school management, high performance standards, project-based learning, collaboration among staff, and frequent staff development; and (8) "Carry That Weight" (Debra Viadero)--Project ATLAS blends some prominent U.S. school reform approaches. (MAH)

ED 402 274 SP 036 888

Roots and Wings. An "Education Week" Occasional Series.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 93
NOTE- 40p.; The version processed by ERIC has been printed from diskette and is not the printed tabloid newspaper version, though the text is the same.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Curriculum Design; *Curriculum Development; *Educational Change; *Educational Innovation; Elementary Education; Family School Relationship; Instructional Development; *Integrated Curriculum; Integrated Services; Pilot Projects; *School Restructuring; Tutoring
IDENTIFIERS- *Maryland; *New American Schools Development Corporation

Six articles by Lynn Olson, published in various issues of "Education Week" starting in January 1993 and ending May 1995, describe a Maryland project to improve elementary education in the State: (1) "Winning NASDC (New American Schools Development Corporation) Project Takes Flight" (the basic skills children need to succeed in elementary school and a redesigned curriculum setting forth high standards in English, mathematics, science, history, and geography); (2) "For Maryland Reform Project, World Becomes Lab" (attempts to integrate concepts from science, geography, government, and history into new curricula); (3) "Math Project Takes Wings" (project designed to move students beyond rote application of basic skills); (4) "Family Ties" (family-support team at every school, school-based health clinics, and after-school tutors); (5) "Ready to Soar" (how much schools in St. Mary's County (Maryland) have changed); and (6) "Scaling Up the Design" (the project is about to be implemented nationwide). (MAH)

ED 402 275 SP 037 005

Singh, Diljit
The Teachers' Activity Centres of Malaysia.
PUB DATE- Jul 96
NOTE- 17p.; Paper presented at the Annual Conference of the International Association of School Librarianship (25th, Ochos Rios, Jamaica, July 28-August 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Individualized Instruction; Lesson Plans; *Mixed Age Grouping; *Nongraded Instructional Grouping; Teacher Developed Materials; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs

Multi-age education is most similar to the one-room schoolhouse approach. The teacher creates an environment for students of different ages to learn and prosper. The students, working independently and collectively to learn topics of relevance and interest, have increased self-esteem and a more positive attitude toward school. This volume looks at the rationale of multi-age education and the current research on multi-age programs. It describes the steps for implementing a multi-age program and includes specific examples for setting up the classroom, daily planning, determining the curriculum, grouping for instruction, using learning centers, soliciting parent help, and assessing student progress. The book presents samples of student work, cooperative learning lessons, and appropriate themes of study, and it identifies misconceptions about multi-age problems, discusses common problems to avoid, and celebrates the joy of successful programs. (Contains 38 references.) (ND)

ED 402 295 SP 037 054

McClay, Jodi L.
Learning Centers. Professional's Guide.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Education; Evaluation Criteria; *Group Activities; *Individualized Instruction; *Learning Centers (Classroom); Lesson Plans; Student Evaluation; *Student Motivation; Teacher Developed Materials; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Authentic Assessment

Learning centers are special areas in the classroom where students can work independently or in small groups to build a concept, explore a topic, or refine a skill. Learning centers are a way to meet the academic, social, emotional, and physical needs of elementary school students through active involvement in the learning process by enabling classrooms to decentralize and become student-centered rather than teacher-directed. This book begins with an overview of learning centers, including the rationale for these centers, a description of how they work, and benefits they provide. The other chapters cover: starting a learning center, planning activities, classroom management, student accountability, and authentic assessment. Suggested activities and sample forms are included. (Contains 31 references.) (ND)

ED 402 296 SP 037 055

Clark, Karen L.; Blendinger, Jack
A Study of the Knowledge and Skills of Teachers on School Safety.
PUB DATE- Nov 96
NOTE- 13p.; Paper presented at the Mid-South Education Research Association (Tuscaloosa, AL, November 6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Achievement; Black Culture; *Black Education; Comparative Analysis; Content Analysis; *Curriculum Development; Curriculum Evaluation; Data Analysis; Educational Policy; Educational Status Comparison; Faculty College Relationship; *Governance; Higher Education; *Participative Decision Making; Private Colleges; Public Colleges; Questionnaires; Racial Attitudes; Racial Distribution; Racial Factors; Racial Identification; Trustees
IDENTIFIERS- *African Americans

This study considers the impact of curriculum decisions on African American achievement by exploring faculty and administrator views and attitudes toward curriculum decisions at public and private institutions of higher education. A random sampling of 291 faculty and administrators at two U.S. institutions, one public and one private, was asked to respond on a Likert scale to a questionnaire designed to measure the amount of perceived control that nine groups--academic administrators, faculty, regents and trustees, students, alumni, taxpayers, general public, coordinating boards, and accrediting groups--had on curriculum decisions. Analysis of the data corroborate differences in attitudes and approaches toward curriculum decisions by faculty and administrators at public and private institutions of higher education, although generally faculty is seen as having the greatest influence. The study then asks what implications this has on African American achievement, and concludes that in order to achieve significant progress in African American development and achievement, faculty must be able to infuse the curriculum with African American content. Tables in the body of the report summarize subject profiles and return-rate data by key group and by institution type, and rank order mean responses to the questionnaire. Appendixes include the questionnaire, and nine tables of comparative analyses. (Contains approximately 85 references.) (CH)

ED 401 842 HE 029 692

Gullatt, David E.; Weaver, Sue W.
Faculty Productivity: A National Institutional Perspective.
PUB DATE- Feb 95
NOTE- 12p.; Paper presented at the Annual Conference of Academic Chairpersons (13th, Orlando, FL, February 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *College Faculty; *Educational Assessment; *Faculty Evaluation; Higher Education; Outcomes of Education; *Productivity; Program Effectiveness; Teacher Competencies; *Teacher Evaluation
IDENTIFIERS- *Faculty Productivity Reports

Accountability reports, using both qualitative and quantitative measures of higher education effectiveness, are being mandated by many state legislatures. To date, not enough is known about the components, measurement, and uses of summary data concerning faculty productivity at the higher education level. There are no universally accepted standards of academic performance for faculty at these institutions. The paper reports on a survey of United States institutions of higher

V.
PUB DATE- 95
NOTE- 82p.; In: New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994); see HE 029 709.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; *Computer Networks; Computers; Cooperation; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Internet; Models; *Partnerships in Education; Productivity; Technological Advancement; Universities
IDENTIFIERS- *Campus Wide Information Systems; *CAUSE National Conference

Eight papers are presented from the 1994 CAUSE conference track on new information technology and its uses in higher education institutions. The papers include: (1) "New Tools for Multimedia Development: ScriptX" (Edwin J. Pinheiro); (2) "Providing a Campus-Wide Software Server, or How to Be All Things to All People!," focusing on developments at Arizona State University (Richard Grover and L. Dean Conrad); (3) "Internet Tools Access Administrative Data," which discusses Internet access to administrative and student records at the University of Delaware (Carl Jacobson); (4) "Moving Toward the Virtual University: A Vision of Technology in Higher Education," which examines developments at California Polytechnic State University (Warren J. Baker and Arthur S. Gloster II); (5) "Productivity Tools: An Executive Insight and Evaluation," which discusses the use of computer aided software engineering (CASE) tools at the University of Florida (John E. Poppell); (6) "Designing and Implementing the CUNY Open System Center," which describes the City University of New York's system (Richard F. Rothbard and others); (7) "Taking the Mystery Out of Document Imaging," (E. Leon Daniel and Steve Franzkowiak); and (8) "SIS 2000--The University of Arizona's Team Approach to Client/Server Migration: Strengthening Old Partnerships and Forging New Ones" (John Detloff and others). (Some papers contain references.) (MDM)

ED 401 862 HE 029 715

Information Technology Architectures. New Opportunities for Partnering, CAUSE94. Track VI.
PUB DATE- 95
NOTE- 91p.; In: New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994); see HE 029 709.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; *Computer Networks; Computers; Cooperation; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Models; *Partnerships in Education; Retrenchment; Technological Advancement; Universities
IDENTIFIERS- *Campus Wide Information Systems; *CAUSE National Conference; Thomas More College KY; University of California Davis

gift donated by an Indonesian billionaire, investors cheer as the Dow Jones Industrial Average hits a new high of 6000, King Hussein travels to the West Bank as show of support for the Palestinians, Somalia cease-fire, Clinton and Dole clash in final presidential debate, and Boris Yeltsin fires Security Advisor (October 14-18); Nicaraguans encounter long lines and long lists of candidates as they vote for their next president, South Africa tries to heal wounds of human rights abuse victims after decades of apartheid, India's tigers will be extinct in five years unless something is done immediately, winds fuel California fires, as Election '96 nears, the candidates are on the fast track to garner support, and Ross Perot won't back out of the race for Dole, and has turned his attention to Clinton's ethics (October 21-25); FBI clears suspect Richard Jewell in all charges stemming from Olympic Park bombing, the state of the U.S. economy takes center stage in last few days of presidential campaigning, GOP leaders accuse the Democratic Party of illegal campaigning, and President Clinton sidesteps potential political minefields. (October 28-31). (SWC)

ED 401 878 IR 018 142

Schnotz, Wolfgang; Grzondziel, Harriet
Knowledge Acquisition with Static and Animated Pictures in Computer-Based Learning.
PUB DATE- Apr 96
NOTE- 35p.; Presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Animation; Cognitive Processes; College Students; *Computer Assisted Instruction; Computer Simulation; Foreign Countries; Higher Education; *Hypermedia; Instructional Material Evaluation; Multimedia Instruction; Thinking Skills; *Visualization; *Visual Perception
IDENTIFIERS- Germany; *Knowledge Acquisition; Structure Mapping

In educational settings, computers provide specific possibilities of visualizing information for instructional purposes. Besides the use of static pictures, computers can present animated pictures which allow exploratory manipulation by the learner and display the dynamic behavior of a system. This paper develops a theoretical framework for analyzing the comprehension of static and animated pictures and for selecting adequate kinds of visualization for instructional purposes. An experiment was performed in which different groups of university students (n=80) had to understand a complex subject matter with the help of computer-based hypertext that contained either static or animated pictures. Results indicate that the structure mapping process is influenced both by the semantic content to be conveyed and by surface characteristics of the picture. The visualization effect is more pronounced with static pictures than with animated pictures. Generally, learners do not use picture information instead of text information and vice versa; instead, text comprehension and picture comprehension stimulate each other. Since animated pictures can present different states of a subject matter, they provide more information to a learner and require more processing than static pictures. Animated pictures reduce the cognitive load of knowledge acquisition, as they provide external support for mental simulations. However, animated pictures may result in a less intensive processing, because they prevent individuals from performing relevant cognitive

Macintosh and the other for Windows) are included which contain HTML files that provide links to resources discussed in the book. (Author/AEF)

ED 401 895   IR 056 138

Hayes, Robert M.; Walter, Virginia A.
Strategic Management for Public Libraries: A Handbook.
PUB DATE- 96
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change; Change Strategies; Evaluation Methods; *Library Administration; Library Development; *Library Planning; Problems; *Public Libraries; *Strategic Planning; User Needs (Information)

Public libraries must operate in a time of increasing change, both within the library community and throughout the larger social and economic environments in which the library must function. This book is a guide to the strategic management of change in community libraries. It addresses the unique circumstances and needs of public libraries and provides guidance on how to manage change successfully in the community library environment. The volume is divided into three sections: (1) Concepts; (2) Contexts; and (3) Techniques for Assessment. It provides a conceptual framework for strategic management; identifies major concerns of strategic management and relationships to the tactical and operational management of public libraries; discusses the particular problems and needs of community libraries; and details the assessment of the library's strategic position. The final section of the book offers practical information for formulating and implementing strategic management in the public library setting. (Author/AEF)

ED 401 896   IR 056 139

Basch, Reva
Secrets of the Super Net Searchers: The Reflections, Revelations, and Hard-Won Wisdom of 35 of the World's Top Internet Researchers.
PUB DATE- 96
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Computer Mediated Communication; Efficiency; Futures (of Society); Information Needs; *Information Scientists; Intellectual Property; *Internet; Interviews; *Online Searching; Online Systems; *Personal Narratives; Research Skills; Research Tools; *Search Strategies; User Needs (Information); Users (Information)
IDENTIFIERS- Anecdotes; Barriers to Information; Case Histories; Cyberspace; *Experts; Online Search Skills

This book presents the collected wisdom of 35 leading Internet hunters and gatherers. Through interviews, these experts offer

ED 401 914 IR 056 189

Sachs, Harry T.
The Internet as a Source of Local Government Information: A World Wide Web Survey.
PUB DATE- Aug 96
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Information Dissemination; Information Sources; *Internet; Library Services; *Local Government; Surveys; *World Wide Web
IDENTIFIERS- *Home Pages

The expanding use of the Internet as a mechanism for the dissemination of local government information presents challenges and opportunities to traditional library planning, processes and services. The purpose of this study is to survey local government sites (home pages) via the Internet with the following research objectives: (1) to identify local government resources on the Internet; (2) to examine what kinds of information are in Internet resources and to classify them according to the survey form method for analysis and the preparation of final conclusions; and (3) to provide a framework and guide so that future research in local government information on the Internet may be performed. A survey was conducted of 150 local governments on, or accessible to the World Wide Web (WWW). Sources for local government home pages included, but were not limited to, the following sites: state municipal leagues and government associations and local governments represented on the WWW by other sources. It can be concluded that less than one-third of these pages are effective mechanisms for the dissemination of current and relevant information for citizens of small and medium-sized municipalities of under 200,000 residents. A bright spot in Internet use for local government information has been the availability of e-mail sources. The Internet may change the shape of politics as long as it is used as a two-way medium through which people write messages to officials and receive meaningful responses. After a shakedown period occurs and a state of maturity is reached in the use of the WWW as a source of government information, more current and relevant information will drive out the dated and trivial. The survey form and a list of local government WWW sites surveyed are appended. (Contains 22 references.) (Author/AEF)

ED 401 915 IR 056 190

Smith, Kevin L.
A Study in Interdisciplinarity: Bibliometric Analysis of Periodical Publication in Religion and Literature.
PUB DATE- Jun 96
NOTE- 54p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Authors; *Bibliometrics; Citation Analysis; Content Analysis; *Interdisciplinary Approach; *Literature; Periodicals; *Religion Studies; *Scholarly Journals; Statistical Analysis; Tables (Data)

The field of Religion and Literature has long been plagued by a lack of clear focus and identity. Both the American Academy of

PUB DATE- Jan 96
NOTE- 31p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Archives; Cataloging; Comparative Analysis; Library Collection Development; *Library Collections; Library Education; Library Policy; Library Research; Library Surveys; Paper (Material); *Preservation; *Printed Materials; *Public Libraries; Repair
IDENTIFIERS- *Archivists

Traditionally, archivists have been involved mainly in the intellectual preservation of library materials and the selection, appraisal, processing, and cataloging of library collections. Due to the relatively short (approximately 50 years) stability of the paper commonly used for printed and written documents since the mid-nineteenth century, the physical preservation of materials--the repair, maintenance, restoration, and protection of documents--has drawn increasing attention from the archivist in recent years. Fifty academic and 50 public library archivists were surveyed on the relative importance of intellectual versus physical preservation. The study yielded response rates of 76% (n=38) for public libraries, and 80% (n=40) for academic libraries. The survey indicates a greater emphasis on both intellectual and physical preservation in academic libraries as compared to public libraries, but there is no heavy emphasis on physical preservation in either type of library. While paper acidity continues to be the major problem requiring physical preservation in nearly all libraries, damage due to heat and humidity is not reported as frequently in academic libraries, perhaps due to their greater use of environmentally controlled rooms. Formal training in physical preservation is considered inadequate and there is a perceived need for individuals trained in both types of preservation. Appendices include the survey and cover letter. (Contains 18 references.) (Author/SWC)

ED 401 934 IR 056 209

Brewster, Suzanne M.
Personal Name Formation of Victorian Era Painters: A Comparison of Scholar-Created Bibliographic Tools and the Library of Congress Name Authority File.
PUB DATE- May 96
NOTE- 115p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Information; *Authority Control (Information); Bibliographic Databases; *Bibliographic Utilities; Comparative Analysis; Humanities; *Information Retrieval; Painting (Visual Arts); Relevance (Information Retrieval); *Research Tools; Search Strategies; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Anglo American Cataloging Rules; Library of Congress; MARC; *Name Authority Files; *Personal Names; Victorian Period

As information professionals attempt to meet the needs of scholars, a significant issue is the degree of correspondence between research tools created by library and information science professionals and research tools created and used by scholars in any particular academic discipline. Humanities scholars assign importance to the use of personal names. This positions to oversee the entire CLC structure. In addition, in summer 1995, MCC implemented Emerging Technologies (ET), a project designed to provide instruction to empower faculty and students and help them effectively utilize new technology. MCC has also developed a new department, the Network Information Center, which will handle such duties as providing county-wide Internet support to the college and other area public entities. (TGI)

ED 401 952 JC 960 689

Johanson, Sandra
The Student Seminar: A Powerful Tool for In-Depth, Critical Discussion.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the National Conference of the Community Colleges Humanities Association (San Francisco, CA, November 7-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Cooperative Learning; *Course Objectives; Critical Thinking; *Discussion (Teaching Technique); *Group Discussion; *Group Dynamics; *Seminars; Skill Development; Small Group Instruction; *Student Evaluation; Teaching Methods; Two Year Colleges

Intended as a resource for student seminars, this guide describes the seminar process and provides suggestions for making seminars more productive. First, the learning objectives of the seminar process are listed, indicating that students should gain the following skills: group interaction, integrative discussion, critical evaluation, and exploring and mining a text. Next, positive outcomes of student seminars are presented: shy or reserved students find voice, students experience diverse views and gain a clearer understanding of texts, and smaller group discussion allows exploration of texts that might not occur in the classroom environment. A general description of seminars is then provided, focusing on basic processes, the responsibilities of the seminar group, and the intellectual activity that seminars provide, and the roles of the teacher and students are described, explaining the teacher's role as an experienced learner and the students' roles as facilitators, observers, or participants. A list of suggestions prepared by seminar participants at Washington's North Seattle Community College for making seminars more productive and comfortable is then provided, emphasizing the importance of being prepared, participating, and maintaining sensitive and polite interpersonal relations. The remainder of the guide describes the use of seminar reflection papers, criteria for assessing seminar observers, seven levels of seminar participation for use in assessing participants, and concerns and drawbacks of the seminar process. (TGI)

ED 401 953 JC 960 691

Moody, Allen B.
Summer School Survey of Arkansas' Two-Year Higher Education Institutions.
PUB DATE- Oct 96
NOTE- 11p.

Trends; Policy Analysis; *Policy Formation; *School Policy; Two Year Colleges
IDENTIFIERS- College of the Canyons CA; *Course Repetition

Due to concerns that its policy on class repetition was not promoting student success, California's College of the Canyons (CoC) undertook a project to analyze student course-taking patterns and make recommendations to modify the policy. Existing college policy did not follow Section 58161 of the State Educational Code that allows colleges to claim students only twice (i.e., the first time in the class and one repeat) for state apportionment. Data on CoC students who repeated classes in spring 1995 indicated that 90% of a random sample needed only one repetition to remove an unsatisfactory grade and that the average number of repetitions was 1.2. Therefore, revising the college policy to limit the number of repetitions to two should be sufficient to allow for student success. In addition, the following should be considered: (1) a petition process for course repetition should be developed in conjunction with the Academic Senate; (2) a grace period should be established before any change to adequately notify students; and (3) if a limitation is imposed, it should be done through a computer block at the point of registration. Appendixes provide the college's repetition policy, Section 58161 of the State Code, sample repetition policies from eight area colleges, a position paper on changing the college's repetition policy, minutes and memorandums from related meetings, and sample transcripts for repeating students. (HAA)

ED 401 972 JC 970 008

Gerda, Joe
Matriculation Research Report: Incomplete Grades; Data & Analysis.
PUB DATE- Jun 95
NOTE- 6p.; For a related report on course repetitions, see JC 970 007.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Grade Point Average; *Grades (Scholastic); *Grading; Longitudinal Studies; Outcomes of Education; *School Policy; *Student Behavior; Two Year Colleges
IDENTIFIERS- College of the Canyons CA; *Incomplete Grades

The policy on incomplete grades at California's College of the Canyons states that incompletes may only be given under circumstances beyond students' control and that students must make arrangements with faculty prior to the end of the semester to clear the incomplete. Failure to complete an incomplete may result in an "F" grade. While incompletes represent less than 1% of the over 16,000 grades awarded each semester at the college, they can play an important role in students' academic histories. An analysis of the incomplete grades awarded at the college between fall 1992 and summer 1994 reveals the following: (1) over the period, 625 incompletes were awarded at the college, with the highest numbers awarded in fall 1993 (n=189) and spring 1994 (n=157); (2) in fall 1993, 169 students received 1 incomplete, 17 students received 2, and 3 students received 3; (3) over the period, less than 30% of the students successfully completed their incomplete with a passing grade; and (4) students who successfully completed their work had a median grade point average (GPA) of 2.88, while students who did not had a median GPA of 1.81. Based on the analysis, it appears than students and faculty are following the intent and spirit of the college's incomplete grade policy. (HAA) including goals and targets for 1996-97 and a table showing objectives/strategies and related responsible parties, costs, funding sources, time lines, and the number of students targeted; and (3) the college's strategic plan, including an introduction, a list of committee members, and 32 goals related to building a college-wide learning community. A list planning assembly participants is included. (HAA)

ED 401 991 JC 970 028

Gibson, Carlene A.; Foster, Pattie
Cypress College Statistical Enrollment Report, Spring Semester 1995.
PUB DATE- 95
NOTE- 25p.; For the fall 1995 enrollment report, see JC 970 029.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Citizenship; Community Colleges; *Enrollment; *Enrollment Trends; Females; High School Graduates; Males; Minority Groups; *School Demography; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Cypress College CA

Designed to assist California's Cypress College in planning, marketing, recruitment, and retention efforts, this report provides data tables on the demographics of students enrolled in the spring 1995 semester. Tables are provided for the following areas: enrollment history for spring semesters, 1984-94; registration by admission classification; active enrollment by sex; and students' degree objectives, class standing, full- or part-time status, semester units taken, age, ethnicity, citizenship status, tuition status, veteran status, high school graduation status, last high school attended by county, last college attended, year of graduation from high school, and residence by zip code. Highlighted findings include the following: (1) total enrollment for spring 1995 was 13,265, a decrease of 7.8% from the spring 1994 enrollment of 14,382; (2) among enrollees who stated their gender in spring 1995, 5,783 were male and 7,435 were female; (3) 5,413 students indicated an educational objective of transferring with an associate's degree, while 1,016 indicated that they sought to transfer without an associate's degree; (4) 4,546 students were attending full-time in spring 1995, while 8,719 were attending part-time; (5) 6,160 students were White, 2,644 were Asian, 2,469 were Hispanic, and 803 were Filipino; (6) 10,412 students were United States citizens, while 2,299 had a permanent Visa; and (7) 10,672 students were high school graduates and 1,367 had a foreign high school or diploma certificate. (HAA)

ED 401 992 JC 970 029

Cypress College Statistical Enrollment Report, Census Date 9/11/95.
PUB DATE- 11 Sep 95
NOTE- 57p.; For the spring 1995 enrollment report, see JC 970 028.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Citizenship; Community Colleges; *Enrollment; *Enrollment Trends; Females; High School Graduates; Males; Minority Groups; *School Demography; *Student Characteristics;

foundations. The third section covers training for careers in child and family policy available in degree-granting academic departments. Three major kinds of settings included are public policy schools; social work schools; and applied developmental science programs. The final section offers additional resources, including guidebooks and directories; sources of job, internship, and position listings; and information sources and readings. (TJQ)

ED 402 010 PS 024 651

Goodwin, William L.; Goodwin, Laura D.
Understanding Quantitative and Qualitative Research in Early Childhood Education.
PUB DATE- 96
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- *Early Childhood Education; *Educational Research; *Qualitative Research; *Research Methodology; *Statistical Analysis
IDENTIFIERS- Research Styles; *Research Training; Research Trends

This book describes the research process in order to facilitate understanding of the process and its products, especially as they pertain to early childhood education. It examines both quantitative and qualitative research methods, emphasizing ways in which they can be used together to fully study a given phenomenon or topic. Chapter 1 examines research and its role in early childhood education. Chapter 2 presents additional fundamental elements related to research, as well as a schematic of the principal types of research currently in use. General procedures in conducting research are considered, along with the determination of research topics, hypotheses, and variables. Types or methods of quantitative research are described in chapter 3, as well as procedures for users to critique such research. Measurement in quantitative research forms the nucleus of chapter 4, and data analysis methods are briefly described. Chapter 5 presents different types of qualitative research, while instrumentation and analysis in qualitative research and guidelines for critiquing such research is the focus of chapter 6. The final chapter focuses on the integration of quantitative and qualitative research in an effort to generate knowledge in early childhood education. Emphasis is placed on the complementary nature of both orientations and their measurement and analysis procedures. Contains over 200 references. (TJQ)

ED 402 011 PS 024 666

Acredolo, Linda; Goodwyn, Susan
Baby Signs: How To Talk with Your Baby before Your Baby Can Talk.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attachment Behavior; Body Language; *Child Language; *Communication Skills; Infants; Intellectual Development; *Language Acquisition; *Nonverbal Communication; *Parent Child Relationship; Preschool Education; Self Esteem; Toddlers;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Planning; *Evaluation Criteria; Foreign Countries; Instructional Effectiveness; *Outcome Based Education; *Student Evaluation
IDENTIFIERS- *Australia (Victoria)

Education is undergoing a time of unprecedented change. The issue of outcome-based education and the implications for assessment are of particular importance today. Although teachers in their first years of schooling have traditionally recognized developmental learning in their programs, changes in curriculum and assessment practices must reflect this understanding and be examined in terms of their impact on student learning. This paper focuses on the effect of new, outcome-based Victorian curriculum documents on teaching and particularly on assessment practices. It also raises questions about what we teach and assess in classrooms and how this helps or hinders learning. The paper begins with a clarification of important terms, including assessment, evaluation, and outcomes (or the end-products used to assess educational quality). Next is a discussion of the conflicting purposes of assessment, which emphasizes the political nature of many current assessment approaches. The outcome-based assessment approach mandated by the Victorian government (exemplified in the Victorian Curriculum Standards Framework) is explored, including content and process, use of levels, practical implications, planning and assessing using outcomes, and the impact of these curriculum and assessment practices on teaching and learning. The paper concludes by noting that the ultimate goal of planning and assessment practices must be to improve student learning. Questions are raised about what is taught and assessed in classrooms and how this helps or hinders learning. Contains 28 references. (WJC)

ED 402 030 PS 024 784

Barrett, Margaret; And Others
Children's Idiosyncratic Symbol-Making.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; *Associative Learning; *Classification; Coding; Foreign Countries; Kindergarten; Kindergarten Children; Literacy; *Literacy Education; Mathematical Applications; Music Activities; *Symbolic Learning; Visual Arts; Visual Learning
IDENTIFIERS- Australia (Tasmania); *Representational Response; Representational Thinking; *Symbolic Representation; Symbolic Thinking

An ethnographic study documented and analyzed the idiosyncratic symbols kindergarten children employ to encode their experiences in the domains of mathematics, music, and visual art, in order to identify any patterns in use and meaning. In the area of mathematics, children were given common objects and asked to sort them. Four categories of sorting were found: idiosyncratic, material representation, idea representation, and conventional symbolic. In the area of music, children were given freedom to choose in music making. Five categories of notations were collected: exploration, representation of instrument, representation of instrument with some reference to handbook, which is the primary text for the mentor training, contains: (1) reading material for the trainer and mentors on each of the eight units; (2) activities in each unit that mentors can use, either on their own or with proteges; (3) bibliographies in each unit listing references and suggestions for further reading; and (4) appendices with background information and resources. (EV)

ED 402 047　　　　PS 024 817

Bellm, Dan; And Others
The Early Childhood Mentoring Curriculum: Trainer's Guide.
PUB DATE- 97
NOTE- 114p.; For handbook for mentors, see PS 024 816.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; Day Care; Day Care Centers; *Early Childhood Education; Educational Improvement; Family Day Care; Inservice Education; *Interprofessional Relationship; *Mentors; *Staff Development; Training Methods; Training Objectives
IDENTIFIERS- National Center for the Early Childhood Work Force; *Protege Mentor Relationship

Mentoring programs offer new teachers and providers a practical and supportive way to learn and grow on the job. For experienced teachers and providers, mentoring programs create an opportunity to remain in the field and advance in their profession. This guide is one part of the Early Childhood Mentoring Curriculum designed by the National Center for the Early Childhood Work Force (NCECW); the second part is a handbook for mentors. The curriculum consists of a 5-day mentoring course outline, in 10 half-day modules, for covering the eight units: (1) introduction to mentoring; (2) becoming a mentor: options and opportunities; (3) building the foundation for mentoring: key areas of knowledge; (4) growing and developing as a teacher or provider; (5) building relationships between mentors and proteges; (6) skills for effective mentoring; (7) mentors as leaders and advocates; and (8) planning a learning session for adults. This trainer's guide contains: goals and objectives for each of the eights units in the handbook; suggested training activities, with handouts, for each unit; a sample 5-day mentoring course outline; a chapter on conducting effective group learning sessions; and a concluding chapter, with activities designed for the end of the mentor training course and the end of the mentors' work with their proteges. (EV)

ED 402 048　　　　PS 024 818

Child Health USA '95.
PUB DATE- Sep 96
NOTE- 79p.; For 1994 edition, see ED 376 387.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Birth Rate; Birth Weight; Child Abuse; *Child Health; Child Neglect; Demography; *Health Conditions; Health Programs; Health Services; Infant Mortality; Infants; Mortality Rate; One Parent Family; Pregnancy; Premature Infants; Public Health; Statistics; Young Children
IDENTIFIERS- Death Records; Health Information; Health Policy; *Health Status

including undue attention, power, revenge, and assumed inadequacy. Chapter 5 describes the use of natural and logical consequences to create helpful learning experiences, and Chapter 6 focuses on using encouragement effectively. Chapters 7 and 8 describe the use of class and family meetings whose purpose is to teach cooperation, mutual respect, and social interest. Chapter 9 guides the user in applying the approach described, and Chapter 10 describes the resultant family and school environment attained as a result of using positive discipline. Seven appendixes cover starting a positive discipline study group, creating a sample flyer, a sample study group schedule, group participation, a problem solving form, using the problem solving form, and problem solving possibilities. (SD)

ED 402 065 PS 024 836

Pipher, Mary
Reviving Ophelia: Saving the Selves of Adolescent Girls.
PUB DATE- 94
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adolescents; Behavior Change; *Behavior Development; Body Image; Depression (Psychology); Eating Disorders; Emotional Problems; *Females; Mass Media Effects; Parent Child Relationship; *Self Concept; Self Destructive Behavior; Self Esteem; *Sex Role; Sex Stereotypes; Sexuality; Substance Abuse; Youth Problems
IDENTIFIERS- *Adolescent Attitudes

More American adolescent girls today are prey to depression, eating disorders, addictions, and suicide attempts than ever before. This book is an exploration of the underlying causes of this disturbing phenomena, structured around therapy case studies of various teenage girls. The position is taken that despite the women's movement, adolescent females today are coming of age in a girl-poisoning culture, saturated with sexualized and sexist media images and expectations. This environment causes girls to stifle their creative spirit and natural impulses and ultimately destroys their self-esteem. The book's 15 chapters cover theoretical and developmental issues of adolescence, the importance of family background, the roles of mothers and fathers, depression, societal pressures to be thin and beautiful, drug and alcohol use, sex and violence, and the differences between the world that female adolescents face today and the one their parents may have known. (Contains a list of recommended reading.) (EV)

ED 402 066 PS 024 837

Mayall, Berry; And Others
Children's Health in Primary Schools.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 96
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test,

Curriculum Development; Discipline; Elementary Education; Elementary School Students; Enrichment Activities; Newsletters; *School Age Day Care

IDENTIFIERS- Developmentally Appropriate Programs; *Tennessee

These 12 newsletter issues provide support and information for providers of child care for school-age children. The featured articles for each month are: (1) "To Be a Caregiver Again"; (2) "When To Talk to Parents"; (3) "NSACA (National School-Age Care Alliance) Launches Accreditation Pilot"; (4) "A New Way of Thinking about the Middle School 'Program'"; (5) "Celebrating Exuberance: Is It Wildness or Is It Exuberance?" (6) "A Middle School After-School Philosophy"; (7) "Freeing Children from Labels"; (8) "Cities Concerned about Child Care and School Age Care"; (9) "Encouraging Cross Gender Play"; (10) "City of Tucson Proves Committed to SAC (School Age Care)"; (11) "Rethinking Summer"; and (12) "Accreditation for School-Age Programs--Now." (WJC)

ED 402 084 PS 024 862

Fernea, Elizabeth Warnock, Ed.
Children in the Muslim Middle East.
PUB DATE- 95
NOTE- 477p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adopted Children; Child Health; Childhood Attitudes; Childhood Interests; Childhood Needs; Child Labor; *Child Rearing; Childrens Art; Childrens Games; Childrens Rights; Child Role; Developing Nations; Foreign Countries; *Foreign Culture; Infant Mortality; *Islamic Culture; *Middle Eastern Studies; *Parent Child Relationship; Parent Influence; Parent Role; Religious Conflict; *Religious Cultural Groups; Young Children
IDENTIFIERS- Child Expectations; Childhood Experiences; *Middle East; Parent Characteristics; Parent Control; Religious Practices

The Middle East has been undergoing vast social and economic change, but in all reports available today, little attention has been paid to the situation of children. The purpose of this book is to help readers better understand the children of the Middle East to give a sense of their lives today and a sense of attitudes toward children and their problems held by leaders, writers, parents, teachers, and social scientists. This book contains 41 works about children, translated from several languages and presented in many genres, scholarly articles (in social science, history, and literature), poetry, speeches, proverbs, interviews, short stories, folk tales, and lullabies. Fifteen countries are represented in the collection: Kuwait, Morocco, Egypt, Jordan, Turkey, Saudi Arabia, Yemen, Iran, Lebanon, Syria, Afghanistan, Tunisia, Sudan, Iraq, and Occupied Territories. The book has eight parts: (1) "Introduction," discussing the Muslim religion, urgent children's issues, and a code of children's rights; (2) "Growing Up," discussing adoption, lullabies, child care and orphanages; (3) "Children's Health," discussing child mortality, female mutilation, and women's laments for children who have died; (4) "Children and Work," discussing children as economic investments, social security, and case studies of working children; (5) "Children's Education," discussing nursery school, early grades, and textbooks; (6) "Children, Politics, and War," discussing children's rights, attitudes, and participation in combat; (7) "Children and Play, Children and the Arts," discussing

ED 402 102 PS 024 882

Wylie, Cathy; And Others
Competent Children at 5: Families and Early Education.
PUB DATE- 96
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Childhood Needs; *Competence; Educational Environment; Educational Quality; *Family Environment; *Family Financial Resources; Family Influence; Foreign Countries; Individual Development; Longitudinal Studies; *Outcomes of Education; Parent Child Relationship; Personality Development; *Preschool Education; Social Influences; Socioeconomic Influences; *Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; New Zealand

The longitudinal "Competent Children" project is intended to discover what impact children's family resources and early childhood education experiences have on the development of children's cognitive, social, communicative, and problem-solving competencies. This report details findings of the first stage of the project. The report describes the competencies of 307 children in the Wellington region of New Zealand, in the context of their family background, home activities, the length of their early childhood education experience, and the quality of their current early childhood experience as they approach 5 years of age. More specifically, children's competencies are detailed in the context of: (1) constancy in their lives; (2) family resources; (3) their home activities; (4) patterns of early childhood education services (ECS); (5) the ECS resources, staff development, planning, assessment, and behavior rules; (6) children's experiences in early childhood services; and (7) ECS quality. The associations of children's competencies with home and ECES resources are also presented. The report examines the reasons why ECS resources seem to have different effects on different competencies, as well as why the considerable differences among family incomes were not associated with comparable differences in the quality of ECS attended by children from well-resourced and poorly resourced homes. One of the results noted in the report is that they approached 5 years of age, the majority of children were confident in their communication with others, could look after their own dressing and toileting, and solve problems in their exploration, games, and construction activities. Most were familiar with books and with numbers. Family income and mother's educational qualifications were most strongly associated with differences in levels of children's competencies. Girls tended to show more perseverance than boys, while boys tended to show more inquisitiveness than girls. Children's competencies were also affected by the length of their early childhood education experience, by the quality of their current early childhood education experience, and by the type and cost of such services. The report also discusses the implications of this research for policy makers, ECS practitioners, parents, and researchers. Contains 50 references. (AA)

ED 402 103 PS 024 883

Wylie, Cathy
Five Years Old & Competent: A Summary of the Main Findings of the First Stage of the Competent Children Project for Parents and Early Childhood Education Teachers.

gender, education level, years of teaching, grade level assignment, number of subjects taught, number of students taught per day, and number of computers in the classroom. Of 6,000 surveys mailed, 3,500 were returned. Between one-third to one-half of respondents never used technology for instructional purposes and more than one-half of respondents rated themselves as novices in the use of technology and in computer literacy. Survey results also revealed that the educational level of respondents and the number of computers in the classroom were the best predictors of teachers' actual use of technology. More frequent use of technology was reported by recently hired teachers with Bachelor's degrees and by teachers who had a higher number of computers in their classrooms. In addition, education level and gender were the best predictors of teachers' perceived ability to use technology. Again, the lower the education level of the teacher, the higher the perceived ability of the teacher to use technology. Also, males tended to perceive themselves as having a higher ability to use technology than did females. No significant differences were found between teachers' actual use of technology and their perceptions of their ability to use technology. Includes data tables and survey questionnaire. Contains 13 references. (LP)

ED 402 121   RC 020 783

Grady, Marilyn L.
Rural Schools and Safety Issues.
PUB DATE- Oct 96
NOTE- 43p.; Paper presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Antisocial Behavior; *Delinquency; Discipline Problems; Educational Environment; Elementary Secondary Education; Juvenile Gangs; Nontraditional Education; *Prevention; *Rural Schools; *School Administration; School Culture; School Policy; *School Security; Student Behavior; Substance Abuse; *Violence

This paper reviews the literature on violence and crime in schools and on prevention strategies and programs. A section on demographics examines incidence of crime and victimization in school, age of students involved, and types of violent behaviors. Underlying causes and conditions include family breakdown, substance abuse, poverty, and fear. Weak school administration and a disorderly school environment contribute to school crime and violence. Weapons, gangs, and behaviors associated with school violence are defined. Examples of alternative schools and programs for violent and disruptive youth are described. Various states have passed legislation related to school violence. Prevention programs implemented by schools include peer mediation, training students to fight off an attacker using make-believe muggers, conflict resolution, anger control, prejudice reduction, interpersonal problem solving, and behavioral skills training. However, many of these programs are poorly understood and improperly implemented by educators and have little success. Prevention of school violence requires creation of a school culture that does not tolerate violence. Elements of such a school culture are outlined, as are elements of a prevention plan, characteristics needed in teachers and other school personnel, practices to

1830s to 1907; analyzes development of the Choctaw government and school system and evolution of distinct social classes; discusses the Choctaw alliance with the Confederacy during the Civil War, slavery, and the growth of a segregated school system; and describes the end of the Choctaw Nation and its school system. The final chapters analyze the consequences of schooling on the tribe and on the family and other mixed-blood families. The conclusion is that values of the Protestant ethnic--hard work, acquisitiveness, selfishness, and domination of nature--destroyed Native Americans; have the potential to destroy human happiness; and should be replaced with values of minimum work, sharing, and the sacred hoop of nature. Contains references in chapter endnotes, an index, and photographs. (SV)

ED 402 140 RC 020 843

Vitek, William, Ed.; Jackson, Wes, Ed.
Rooted in the Land: Essays on Community and Place.
PUB DATE- 96
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- College Faculty; *Community; *Community Development; Community Relations; Elementary Secondary Education; Essays; Farmers; Higher Education; *Role of Education; Rural Education; Rural Environment; Rural Population; Rural Resettlement; *Values
IDENTIFIERS- Civic Values; Communitarianism; Community Viability; *Environmental Attitudes; Family Farms; Human Ecology; Sense of Community; *Sense of Place; Social Capital

This collection of 31 essays examines the idea of community rooted in a particular place, usually a small town or rural place. Many essays comment on the role of education in promoting the transient materialistic lifestyle or suggest ways in which education could foster place attachment and community building. Essays specifically focused on education discuss the rootlessness of college faculty, the enlargement of social capital as newcomers "become native" to a place, the need for a rural education that provides a generalist's knowledge and skills, and the need for a moral education that supports civic life. The essays are: "Rediscovering the Landscape" (William Vitek); "Leave If You Can" (Harry W. Paige); "The Rootless Professors" (Eric Zencey); "Pseudocommunities" (David Ehrenfeld); "From Monoculture to Polyculture" (Paul Custodio Bube); "An Amish Perspective" (David Kline); "The Common Life" (Scott Russell Sanders); "Living with the Land" (Helena Norberg-Hodge); "Defending Small Farms, Small Towns, and Good Work" (Lynn R. Miller); "Addicted to Work" (Linda M. Hasselstrom); "Conserving Communities" (Wendell Berry); "Does Community Have a Value?: A Reply" (Carl D. Esbjornson); "Matfield Green" (Wes Jackson); "Dwelling: Making Peace with Space and Place" (Deborah Tall); "Coming In to the Foodshed" (Jack Kloppenburg Jr., John Hendrickson, G. W. Stevenson); "'Placed' between Promise and Command" (Walter Brueggemann); "Other Selves" (John A. Livingston); "Aldo Leopold as Hunter and Communitarian" (Franklin A. Kalinowski); "Aldo Leopold and the Values of the Native" (Gregory Cooper); "Biological Explanations and Environmental Expectations" (Kristin Shrader-Frechette); "Barn Raising" (Daniel Kemmis); "Community and the Virtue of Necessity" (William Vitek); "Defining Normative Community" (John B. Cobb Jr.); "In Search of Community" (Philip Selznick); "Redeeming the Land" (Richard Cartwright Austin); "Creating Social Capital" (Cornelia Butler Flora, Jan L. Flora); "Re-

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association Conference (Chicago, IL, October, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Constructivism (Learning); Mathematical Concepts; *Mathematics Instruction; Problem Solving; Secondary Education; *Teaching Methods
IDENTIFIERS- *Analogies

An investigation was conducted to determine the effectiveness of utilizing analogies to effect conceptual change in mathematics. Forty-one high school seniors participated in a knowledge reconstruction process regarding their beliefs about everyday probability situations such as sports events or lotteries. These mathematics students were given situations which were similar to those shown in previous research as revealing alternative mathematical conceptions. They were also given analogous researcher-generated anchoring situations which had been pre-tested and found to elicit acceptable responses. The conflicting responses motivated students to reconstruct their knowledge. The results of the investigation showed that analogies can be effective in producing a desired conceptual change in high school students' probability concepts. (Author/AIM)

ED 402 162 SE 059 186

Ediger, Marlow
Philosophy of Teaching Mathematics.
PUB DATE- 96
NOTE- 21p.; For the 1995 version, see ED 379 149.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Learning; *Educational Philosophy; *Educational Strategies; Elementary Secondary Education; Higher Education; Mathematics Curriculum; *Mathematics Instruction; Problem Solving

There are selected philosophies in the teaching of mathematics which can provide guidance to the teacher in developing the curriculum and also a framework for teaching and learning. This paper discusses four such philosophies of teaching mathematics: Idealism, Realism, Experimentalism, and Existentialism. Idealism stresses that students live in an idea-centered mathematical world with mental development of the student as the primary goal of instruction. The mathematics curriculum is viewed here as part of the general education curriculum with abstract content prized higher than concrete or semi-concrete content. Realism emphasizes that a person can know the real world in whole or in part as it really is, and students can become more knowledgeable of the real world by attaining precise, measurable, stated objectives in mathematics. Experimentalism emphasizes students learning, that which is useful and utilitarian and also emphasizes problem solving and cooperative learning. Existentialism stresses individual choices made by a student in selecting sequential tasks and experiences in mathematics. It is concluded that the teacher needs to select to implement that philosophy which assists a student in attaining optimally. The use of diverse philosophies of education to provide for individual differences should assist each student in learning as much mathematics as possible. (JRH) teaching of a course in elementary mathematics teaching methods. The class was developed on the premise that children are active constructors of mathematical meaning. The course consisted of teaching sessions, action research projects, and demonstrations. To assess student learning from these teaching experiences, a portion of the final exam required that each student identify the ten most important things learned during the course. Analysis of student responses led to the identification of five clusters: instructional strategies, planning for teaching, teaching for understanding, teacher interactions, and issues in mathematics education. These clusters matched the instructional goals of the course. An important finding was that 13 students out of a total enrollment of 19 indicated gender equity as one of their most important discoveries from this course. Included are assignments, informal mathematics interview format, coaching form, verbal interactions observation form, verbal interactions explanation, math lesson assessments, and the final exam. (JRH)

ED 402 186   SE 059 452

Van Luit, Johannes E. H., Ed.
Research on Learning and Instruction of Mathematics in Kindergarten and Primary School.
PUB DATE- 94
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Arithmetic; Cooperative Learning; Early Childhood Education; *Educational Strategies; Elementary Education; Evaluation; *Learning Disabilities; *Learning Strategies; *Mathematics Instruction; Problem Solving; *Special Education; Teaching Methods; Word Problems (Mathematics)

Recognition of the importance of (special) children's learning of mathematics in an active fashion has increased rapidly since the beginning of the 1980s. This book presents current ideas and trends in the teaching of mathematics and aims at giving an overview of new developments in the field of (special) mathematics and showing how researchers use methodological analyses to prove the results of their study. Sections are divided by topic as follows: Issues on the Organization of Pupils and Schools, Knowledge and Learning in Mental Arithmetic, Knowledge and Learning with Arithmetic Materials and Texts, and Special Children. Chapters include: (1) "Current Trends in Research on Learning and Instruction of Mathematics" (J.E.H. Van Luit); (2) "New Chances for Paper-and-Pencil Tests in Mathematics Education" (M. Van den Heuvel-Panhuizen); (3) "A Method To Diagnose Arithmetic Disabilities" (J.E.H. Van Luit); (4) "On the Initial Learning of Mathematics: Does Schooling Really Help?" (M. Frontera); (5) "Classrooms as Contexts To Learn How To Act in a Conceptual Environment: An Arithmetic Word Problem Solving Case Study" (P. Sorzio); (6) "Groups That Work: Social Factors in Elementary Students' Mathematics Problem Solving" (L.C. Wilkinson, A. Martino, & G. Camilli); (7) "A Vygotskian Approach To Research on Mental Addition and Subtraction Up To Hundred: Handy Arithmetic for Primary School Students" (M. Van der Heijden); (8) "Assessment of Flexibility in Mental Arithmetic" (T. Klein & M. Beishuizen); (9) "Clever Rearrangement Strategies in Children's Mental Arithmetic: A Confrontation of Eye-Movement Data and Verbal Protocols" (L. Verschaffel, E. De Corte, I. Gielen, & E. Struyf); (10)

Anderson, Norman D.
Ozone: A Sourcebook for Teaching about O3 in the Troposphere and Stratosphere.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Conservation (Environment); *Educational Resources; Elementary Secondary Education; Environmental Education; Evaluation; Global Approach; *Learning Activities; Scientific Concepts; Student Attitudes
IDENTIFIERS- Environmental Action; Environmental Awareness; *Ozone; *Ozone Depletion

This book and others in the Changes in the Environment Series were produced as part of the GLOBE-NET Project, a partnership of science teachers and research scientists working on various aspects of global change. This book contains up-to-date information about the ozone as well as ideas and resources for teaching about it. Sections of this sourcebook include: Questions Frequently Asked about Ozone; Ozone Timeline: Twin Problems of Tropospheric and Stratospheric Ozone; Ozone Glossary; Ozone Conceptual Outline; Student Activities including checking attitudes, whole body ozone chemistry, ozone mathematics, investigating ozone damage to plants, investigating relationships between ozone and weather conditions, exploring ozone trends using the air quality index, searching the literature for ozone answers, a crossword puzzle, and using an electronic bulletin board system to obtain current ozone information; References and Teaching Resources including books for students, reference materials for teachers and advanced students, other printed materials, computer software, video tapes, and personal monitoring device; and Assessment of Student Achievement. (JRH)

ED 402 208   SE 059 596

McGinnis, J. Randy; And Others
The Maryland Collaborative for Teacher Preparation: Making Sense of the Enactment of Reform in the Preparation of Specialist Teachers of Mathematics and Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 10 Jan 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Educators of Teachers of Science (Cincinnati, OH, January 10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Interdisciplinary Approach; Mathematics Education; *Preservice Teacher Education; *Professional Development; Program Evaluation; *Research Methodology; Science Education; Teacher Effectiveness; Technology
IDENTIFIERS- National Science Foundation

The Maryland Collaborative for Teacher Preparation (MCTP) is a National Science Foundation (NSF)-funded statewide undergraduate program whose goal is to promote the development of professional teachers who are confident teaching mathematics and science using technology, can make connections between and people who are responsible for dealing with the problem of drugs and alcohol in their community. An important goal of the program is to give students practice in exercising their right to examine problems in society and to express their ideas about how they should be solved. It stresses student and citizen responsibility to be well informed about social problems and the necessity to work cooperatively with others to help solve them. The workbook contains seven lessons. (LH)

ED 402 231 SO 026 200

Aulbur, Millie; Wax, Jack
Missouri Judges in the Classroom.
PUB DATE- 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Role; Citizenship Education; Civics; *Court Judges; Court Role; Critical Thinking; Elementary Secondary Education; Instructional Materials; *Juvenile Justice; *Law Related Education; Lawyers; Resource Materials; Social Studies; Student Rights; Teaching Methods
IDENTIFIERS- *First Amendment; Missouri

This Missouri law-related education (LRE) guidebook for judges visiting classrooms and class visits to courtrooms is premised upon the belief that partnerships between judges and teachers will foster civic competence in students, help students avoid legal problems, enhance higher level skills such as analytical thinking, and increase students' respect for the law. Included in the booklet are guidelines for courtroom visits, classroom visits, and samples lesson plans for judges and teachers. Suggested lesson plan topics and lesson plans explained in the guidebook are: (1) "First Amendment and Teenagers"; (2) "How Are Jurors Chosen?" (3) "Every Bully Has a Right to an Attorney"; (4) "An Introduction to Juvenile Justice"; (5) "When Are Juveniles Treated as Adults?" and (6) "You Be the Sentencer!" The guidebook also contains a sample lesson plan using a videotape and a list of recommended LRE resources, including descriptions of videotapes, available from the Missouri Bar. (LH)

ED 402 232 SO 026 206

Law as a Career. Revised Edition.
PUB DATE- 92
NOTE- 19p.; For earlier edition, see ED 313 314.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Exploration; Careers; College Bound Students; *Law Related Education; *Law Schools; *Lawyers; *Legal Education (Professions); Occupational Aspiration; *Professional Occupations; Secondary Education
IDENTIFIERS- *American Bar Association

Intended as a guide for people considering a career in law, this booklet addresses the following questions: (1) "What Is the Lawyer's Role in Society?" (2) "Should You Be a Lawyer?" (3)

structural and the individual. The individual perspective is the subject of the paper. Sections of the paper include: (1) "The Idea of Expert and the Context of Development: The Global Tour of Ascetic Rationality"; (2) "The Expert and the Assignment Context: The Voyage from Secular Mechanics to Cargo of Values"; (3) "The Possibility of Transformative Development: Ethics Regained"; (4) "From 'Accidental Expert' to Reflective Ethics"; (5) "The Ethical Education of the Expert: From Consultant to What?" and (6) "Ascetic Rationality Revisited: The Expert Re-educated." Contains a chart on the self-reflection model and 49 references. (EH)

ED 402 254 SO 027 191

Duerr, Karlheinz
The Implications of the Individualism and Communitarian Debate for Civic Education: The Task of Democratic Orientation.
PUB DATE- 96
NOTE- 11p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; *Democracy; *Democratic Values; Foreign Countries; Futures (of Society); *Individualism; Political Attitudes; Social Change; *Values Education
IDENTIFIERS- Communitarianism; *Europe (East); Germany

Although the demise of communism in Eastern Europe in 1989 was described as "the ultimate victory of Democracy," this paper asserts that serious internal problems exist within modern democracies throughout Europe and the United States today. However, civic education offers a potential remedy. Part 1, "The New Democratic Question," identifies the main problem area as the relationship between the individual and the community, the so-called "communitarian debate." With the decline of many formerly dominant social institutions (religions organizations, the family, and school) that defined and provided answers to basic moral and ethical questions, the new replacements are often factions and small organizations that offer an almost infinite variety of moral norms, resulting in a new sense of uncertainty, a lack of social and cultural orientation, and a rise in individualism. In Part 2 "The Crisis of Democratic Orientation" is evidenced in the following three societal developments: the decline of central political institutions; the growth in distance between citizen and state; and the rise of special agenda organizations (social movements, interest and lobby groups). These developments represent a change in democratic attitudes resulting in a growing divide between the way democracy works in practice and its normative and legal foundations as set in its constitutions and laws. Part 3, "Implications for Civic Education," proposes that civic education is the best arena in which to ensure that democratic principles are embedded firmly in the social framework of a society and in the hearts and minds of the people. However, a new civic education framework should include expanded methods that reflect social change and the multiplicity of the factors at work in the public sphere. (CB)

ED 402 255 SO 027 192

Kalous, Jaroslav

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Developing Nations; *Education Service Centers; Elementary Secondary Education; Excellence in Education; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; National Programs; *Shared Resources and Services; *Teacher Centers; Teacher Education; *Teacher Improvement

IDENTIFIERS- *Malaysia

This paper describes the development of the Teachers' Activity Centers (TACs) in Malaysia. The TACs evolved from Local Resource Centers and District Resource Centers of the 1970s and 1980s. The 350 TACs in the country were initially supplied with basic tools for the production of teaching-learning resources. With administrative reorganization, the provision of a building to 200 TACs, the appointment of a full-time coordinator, and the provision of an annual budget, the role of the TACs has expanded to collaboratively meeting the challenges faced by teachers at the local level. The activities of the TACs include training and education, dissemination of information to teachers and administrators, production services, advisory services and technological leadership, all of which collectively contribute to the improvement of teaching-learning in the classroom. Among the challenges being faced are encouraging the use of the centers and improving their effectiveness. Future development of the centers is likely to focus on management, human resource development, physical facilities, and optimizing their utilization. (ND)

ED 402 276 SP 037 012

Chang, Ping-Tung

Mathematics in the 21st Century: A Comparative Study of Teaching Mathematics between China and the United States of America.

PUB DATE- Jul 96

NOTE- 9p.; Paper presented at the International Congress on Mathematical Education (8th, Seville, Spain, July 14-21, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; *Comparative Education; *Computer Uses in Education; Educational Practices; Educational Technology; Educational Trends; Elementary Secondary Education; Foreign Countries; Home Schooling; *Instructional Effectiveness; *Mathematics Instruction; *Teaching Methods; World Wide Web

IDENTIFIERS- *China; *United States

Rapidly changing technology is affecting mathematics instruction in both the People's Republic of China and the United States. This study examines methods used in the two countries, addresses common problems facing both countries, and suggests alternative approaches for meeting these challenges. The study investigated class size and teaching load, class activities, small group methods and problem solving, and daily math lessons for early childhood and primary grades; small group setting activities and homework assignments for fourth-, fifth-, and sixth-grade levels; and entrance examinations vs. open door policy and traditional lecture-demonstration methods for middle and high school level. Problems faced by both countries included: (1) a lack of qualified mathematics and computer science teachers; (2) the increasing number of high-risk students in junior high schools; (3) the students' lack of

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Family School Relationship; *School Safety; Self Evaluation (Individuals); Student Behavior; *Teacher Attitudes; *Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- *Crisis Management; *Teacher Knowledge; Teacher Surveys

The purpose of this study was to determine the knowledge and skills of teachers as they relate to school safety. Survey participants included 130 elementary and secondary school teachers enrolled in the Educational Administration Program at National University in San Diego (California). Areas covered included: knowledge of legal and professional responsibilities with regard to student behavior and school safety; skills for building a safe, positive, and nurturing school climate and for participating in ongoing safe school planning; and knowledge and skill in community involvement, crisis prevention and management, and building an effective relationship between the school and each student's home. Study results suggested that there was no significant difference between the knowledge and skills teachers felt they possessed in one category as opposed to another category noted in the survey. In general, respondents rated themselves "above average" in knowledge and skills in all areas. The survey instrument is appended. (ND)

ED 402 297 SP 037 056

Fenwick, Tara
Balancing on the Edge of Surprise: Managing Junior High Classrooms.
PUB DATE- Jun 96
NOTE- 37p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (24th, St. Catherine's, Ontario, Canada, June 4-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Foreign Countries; Junior High Schools; Junior High School Students; Secondary School Teachers; Self Efficacy; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching Methods; Teaching Skills
IDENTIFIERS- *Management Skills; *Management Styles; Nova Scotia

In an exploration of junior high school teachers' meanings of success, it was discovered that teachers tend to talk about their practice in terms of management strategies. Management was clearly significant for teachers as a metaphor for their ways of living, instructing, developing student responsibility, and building community within the fluid contingencies of junior high school life. However, management is a rich concept stretching beyond controlling routines and discipline to represent a way of being that teachers seem to have developed to live on the edge of surprise. This paper examines what teachers believe they manage in their daily work in classrooms with adolescents, and how teachers think about and use strategies in management. Three dimensions are presented here to convey the complexity and flexibility of teacher management and its strategies. First, teachers manage the space of the classroom, including its objects, movement, temporality, and history. Second, teachers manage the energy of people and pedagogy within this space. Third, teachers manage their own

learning regarding faculty productivity issues and attempts to develop from the data a pool of information regarding accountability that is reliable and generalizable across disciplines and institutions. Public and private institutions of higher learning (N=225) were sent institutional surveys and 50 public governing board surveys were sent to the Boards of Regents (or Trustees) for public institutions of higher learning of each state. Responses were received from 116 institutions in 45 states and from all 50 state governing boards. The paper describes survey findings about: (1) instruments of faculty productivity assessment; (2) major components of faculty productivity; (3) relationships between and among institutional categories; and (4) areas for future research. (Contains 24 references.) (MAH)

ED 401 843   HE 029 693

Karst, Ralph R.
The Preparation Challenge: Democratic Administration in Schools and Universities.
PUB DATE- Nov 96
NOTE- 25p.; Paper presented at the Southern Regional Council of Educational Administrators (Savannah, GA, November, 1996). For a related document, see HE 029 694.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Administrator Education; Curriculum Research; *Democratic Values; Educational Change; Educational Research; *Educational Researchers; Higher Education; Instructional Leadership; Leadership Responsibility; *Models; Organizational Theories; *Participative Decision Making; Participatory Research; Policy Formation; Power Structure; Research Methodology; School Based Management; *Teacher Administrator Relationship; Teacher Education; Theory Practice Relationship
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

This paper proposes a model of a democratic paradigm for educational researchers and practitioners. It attempts to explore the kinds of thinking that would be required to create such a system, to determine what principles and curriculum theories are involved and how they would work. It seeks to relate this model to the new National Council for Accreditation of Teacher Education (NCATE) requirements, and to determine what problems must be faced in dealing with the realities of the changes in education. In looking at the historical background the paper concludes that American educators are not moving toward implementing this new model, which is so important if educators are to bring about needed change and reform that will meet the curriculum standards approved by NCATE. The paper then briefly summarizes the results of a survey conducted within the Southern Regional Council of Educational Administration (SRCEA), and proposes a list of new courses for analysis and comment by the conference attendees. The paper concludes that adoption of such a new democratic paradigm would dramatically and positively change how professors prepare potential candidates for administrative positions. (Contains 13 references.) (CH)

ED 401 844   HE 029 694

Eight papers are presented from the 1994 CAUSE conference track on information technology architectures as applied to higher education institutions. The papers include: (1) "Reshaping the Enterprise: Building the Next Generation of Information Systems Through Information Architecture and Processing Reengineering," which notes developments at the University of Pittsburgh (Nicholas C. Laudato and Dennis J. DeSantis); (2) "A Distributed Computing Architecture and Transition Strategy," (Joan Gargano); (3) "Getting the Right Fit: Institutional Downsizing Without Capsizing," which discusses the replacement of mainframe computers with workstations at Lehigh University (Pennsylvania) (Timothy J. Foley); (4) "Rightsizing--Changing the Culture," which reviews the transition from a mainframe to client/server environment at Syracuse University (New York) (Sue Borel and Natalie Vincent); (5) "A Data Warehouse--The Best Buy for the Money," which discusses the experiences of Catholic University (District of Columbia) experiences with Data Warehouse technology (Leonard J. Mignerey); (6) "A Data Warehouse: Two Years Later...Lessons Learned," which reviews developments at Arizona State University (John D. Porter and John J. Rome); (7) "Administrative Systems Vendors Talk Turkey on Client/Server Computing" (John Stuckey); and (8) "Migrating from Host-Based Computing to Client/Server" (Jay Blum and Richard Reno). (Some papers contain references.) (MDM)

ED 401 863   HE 029 716

Professional Development. New Opportunities for Partnering, CAUSE94. Track VII.
PUB DATE- 95
NOTE- 72p.; In: New Opportunities for Partnering. Proceedings of the 1994 CAUSE Annual Conference (Orlando, Florida, November 29-December 2, 1994); see HE 029 709.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; Community Colleges; *Computer Networks; Computers; Cooperation; Educational Planning; Higher Education; *Information Management; *Information Networks; Information Systems; *Information Technology; Models; *Partnerships in Education; *Professional Development; Retrenchment; Universities
IDENTIFIERS- *Campus Wide Information Systems; *CAUSE National Conference

Eight papers are presented from the 1994 CAUSE conference track on professional development for information professionals in higher education institutions. The papers include: (1) "New Opportunities in Training for Information Systems Professionals," which discusses staff training at Miami-Dade Community College (Florida) (Desiree Abohasen and others); (2)"Career Insurance--Flying Above the Turbulence," which discusses strategies for surviving corporate downsizing (Shane Putman); (3) "A Funny Thing Happened on My Way to the Meeting: Humor as a Management Tool" (Jan A. Baltzer); (4) "Now That I've Empowered My Staff, What Do I Do?," which discusses the role of managers in a team environment (L. Dean Conrad and Sheila E. Murphy); (5) "Project Implementation Using a Team Approach," which reviews the experience of Lafayette College (Pennsylvania) experience with the team approach to project implementation (Sherri Yerk-Zwickl); (6) "Restructuring a Large IT Organization: Theory, Model, Process, and Initial Results," which discusses restructuring efforts at the University of Wisconsin, Madison (Mark Luker and others); (7) "Spreading processes by themselves. Since learners merely have to follow an externally displayed simulation, they may process the subject matter more superficially than they would do with static pictures. (Contains 52 references.) (Author/SWC)

ED 401 879 IR 018 143

Green, Jon D.
Learning That Lasts: Using Interactive Multimedia Technology To Teach the Arts.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; *Computer Mediated Communication; Educational Development; Higher Education; *Humanities; *Instructional Development; Learning Experience; *Learning Strategies; *Multimedia Materials; Problems; Teaching Methods
IDENTIFIERS- *Brigham Young University UT

The best learning occurs with a variety of learning experiences; it has been said that we retain 10% of what we see, 20% of what we hear, 50% of what we see and hear, and 80% of what we see, hear and do. Learning to make sense of the senses that the arts address (seeing, hearing, feeling) requires the development of special perceptual skills. Three major obstacles to a more lasting student learning experience include: (1) antiquated teaching strategies; (2) student learning habits which are ineffective for long-term retention; and (3) misplaced and incomplete educational goals. In this paper, a humanities teacher at Brigham Young University discusses the ramifications of these three problems and then demonstrates how his university is using newly available communications technology to address them. The author emphasizes the need to use media to improve student involvement, retention, and creativity and to bring teaching/learning about the arts into the 21st century. (Contains 14 references.) (AEF)

ED 401 880 IR 018 175

Garfield, Gary M.; McDonough, Suzanne
Creating a Technologically Literate Classroom: Professional's Guide. Teacher Created Materials No. 887.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Computer Literacy; *Computer Uses in Education; *Educational Development; *Educational Technology; Elementary Secondary Education; Integrated Activities; Learning Activities; Professional Development; Strategic Planning; Teacher Role
IDENTIFIERS- *Computer Integrated Instruction; *Technology Integration

This book discusses how to effectively integrate technology into the classroom. It examines the benefits of curriculum development utilizing technology and presents sample learning activities. Highlights include: technology's past and present role in education; access to computers; the roles of teacher and learner; professional development; curriculum rewards, insights, anecdotes, tips, techniques, and case histories which will raise the "searching IQ" of any serious Internet user. The Super Net Searchers explain how they find valuable information on the Internet, revealing their secrets on topics including: search strategies that really work; where the Internet is used most effectively as a research tool; keeping up-to-date on Internet resources; distinguishing quality sources; how to avoid "Internet overload"; finding experts and enlisting their help; how not to get "lost in cyberspace"; relative strengths of Web search engines; intellectual property rights; and the future of the World Wide Web. Contributors include: independent research professionals (Bob Bethune, Mary Ellen Bates, Susan Feldman, Aggi Raeder, Patrick Sullivan, Terry Brainerd Chadwick, Cliff Williams, Thomas Rode, and Derek Pugsley); academic librarians and educators (Sharyn Ladner, Hope Tillman, Greg Notess, Gail Clement, John Houser, Roy Tennant, John Ober, Judi Harris, Linda Joseph, and Ferdi Serim); corporate researchers and webmasters (Dana Rachlin, Paula MacKinnon, Joann Wleklinski, John Marcus, Tim Green, Michael McCulley, and Bob Bernard); and writers, consultants, and net pioneers (Kevin Savetz, Edward J. Valauskas, Jill Ellsworth, Jim Carroll, Michel Bauwens, John Makulowich, John December, Lou Rosenfeld, and Rick Gates). Includes appendices of referenced sites and sources, a glossary, and an index. (Author/SWC)

ED 401 897 IR 056 140

Hirshon, Arnold; Winters, Barbara
Outsourcing Library Technical Services. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 69.
PUB DATE- 96
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cataloging; Cost Effectiveness; Guidelines; Human Resources; *Library Development; Library Personnel; Library Planning; *Library Technical Processes; Productivity; *Strategic Planning; Vendors
IDENTIFIERS- Library Operations; *Outsourcing

In the effort to reduce costs, improve productivity, enhance quality of services, and improve turnaround time for ordering, receiving, and cataloging new materials, libraries are increasingly turning to outsourcing as a strategic management tool to help them maximize use of their fiscal and human resources. This guide covers all aspects of outsourcing for all types of jobs, from traditional examples such as book jobbers to more technical options such as outsourcing cataloging. Advice is provided on such topics as: reengineering library operations; determining when outsourcing is appropriate; conducting cost studies to evaluate technical operations; preparing formal requests for proposals; evaluating vendor responses and services; and monitoring the quality of outsourced operations. The guide also explores the pros and cons of outsourcing versus human resource needs, and contract management and compliance. Appendixes include checklists for procuring book and journal vendor services, cataloging services and other technical services, glossary of terms, and bibliography. (Author/AEF)

ED 401 898 IR 056 141

Religion and the American Library Association have felt this lack strongly enough to commission surveys of the field. This study applies the quantitative measures of bibliometrics to periodical literature within the field in order to better grasp its intellectual focus and to assess its interdisciplinarity. For this purpose, two or three year runs of three Religion and Literature periodicals are analyzed in regard to authorship, content and citation patterns. Findings suggest a field in which a relatively diverse group of scholars pursue close analysis of literary texts in the light of particular bodies of both secular and religious thought, but without strong commitments to current methodological schools. Interdisciplinarity is clearly not based here on a shared set of theoretical assumptions, but merely on the diversity of authors and works represented. The conclusions drawn from this analysis should be useful both for the selection of library material and for subject classification. Suggestions are made for further study of the field. The Coding Sheet is appended. Eleven tables present study results. (Contains 24 references.) (Author)

ED 401 916   IR 056 191

Elder, Kristen L.
The Use of "See" and "See Also" References in the Public Library
  Catalogs in Franklin County, Ohio.
PUB DATE- May 96
NOTE- 53p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Authority Control (Information); Cataloging;
  *Library Catalogs; Library Technical Processes; Online
  Catalogs; Public Libraries; User Needs (Information); Use
  Studies
IDENTIFIERS- Library of Congress Subject Headings; *Ohio
  (Franklin County)

The "see" and "see also" references in a library's catalog are supposed to provide the cross-references necessary to guide the user to the appropriate subject heading. However, libraries have difficulty maintaining the current, accurate subject authority files needed to facilitate this. A review of the literature in this subject area revealed the evidence of this problem in several academic library online public access catalogs. This study evaluated the use of "see" and "see also" references in the five public library online catalogs in Franklin County, Ohio, with disappointing results. Only one of the five catalogs showed evidence of a serious commitment to maintaining the current subject headings and syndetic structure prescribed by the Library of Congress Subject Headings. Of the four other libraries, only one showed any type of effort at creating cross-references; the remaining three displayed virtually no evidence of such links. The results support the notion that many library catalogs are lacking the "see" and "see also" references necessary for them to function properly, as the Library of Congress intended. The established headings used in the study (1xx) with accompanying 4xx and 5xx fields and the data analysis sheet are appended. (Contains 15 references.) (Author)

ED 401 917   IR 056 192

McNeal, Elaine M.
Examining Job Satisfaction Levels of Student Assistant Employees

study compares the formation of the names of Victorian Era painters found in selected bibliographic tools created by humanities scholars to the formation of names found in the Library of Congress authority file. A sample of 57 painters, divided into 12 problem categories derived from chapter 22 of "Anglo-American Cataloguing Rules," was searched in six bibliographic tools and in the name authority file. Comparisons were made of the variant forms found in the tools and in the 100 and 400 fields of the MARC authority records and show that only 45.5% of the entries in tools were exactly matched by the authority records, while 63.8% of the variant forms found in the tools did not appear in the authority file. However, when considering entry element only, 92.9% of the entries in tools were matched by the authority records. Appendices include the data collection sheet, lists of painters used in the study, abbreviations for bibliographic tools, and problem categories. (Contains 21 references.) (Author)

ED 401 935   IR 056 210

Wood, Michele S.
Bridging the Gap between Librarians and Corporate Training.
PUB DATE- Mar 96
NOTE- 58p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Libraries; *Corporate Education; Curriculum Development; Distance Education; Educational Cooperation; Human Resources; *Instructional Material Evaluation; Job Training; *Librarians; *Library Collection Development; National Surveys; *Remedial Instruction; Remedial Teachers
IDENTIFIERS- *Corporate Libraries

A perceived lack of educational preparedness on the part of the American workforce has led many corporations to offer remedial education and basic skills training to their employees. Distance learning technologies have been increasingly utilized to deliver this training. The selection process employed by human resource training managers in evaluating and selecting training resources was compared to the selection process used by corporate librarians in performing collection development responsibilities for the corporate library. A national survey was administered to 100 corporate librarians and 100 training managers in private, for-profit companies to determine the compatibility between the two processes for the purpose of developing an effective distance learning-based, remedial education and basic skills training collection in a corporate library. The survey achieved a 25% response rate. A review of the literature in the library and training and development fields failed to demonstrate any link between the two groups. Results of the survey support an assumption of similarity in that little significant difference was found between the two groups in the areas of selection criteria, methods, and policies employed. Significant differences between the two groups were found when comparing decision-making elements. Collaboration between the two groups would seem to enhance the corporation's ability to provide optimum employee training while increasing the value of services provided by the corporate library, although this was not recognized by either group of respondents. Appendices include cover letters and questionnaires for corporate librarians and human resource training managers. (Contains 21 references.) (Author/SWC)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; Community Colleges; Curriculum Development; *Educational Practices; Evening Programs; Faculty Workload; Program Improvement; State Surveys; *Summer Programs; *Summer Schools; *Teacher Salaries; *Two Year Colleges
IDENTIFIERS- *Arkansas

As part of an effort to improve its summer school offerings, Arkansas' Garland County Community College conducted a survey of summer school practices at the state's 23 other two-year colleges. Survey results, based on responses from all 23 schools, included the following: (1) 13 schools offered 2 sessions during the summer months, 7 offered 3 sessions, and 3 schools offered only 1 session; (2) of the 13 schools having 2 sessions, each session lasted 5 weeks, with classes meeting 5 days per week; (3) 7 schools offered 1 session lasting 5 to 6 weeks and meeting 4 days per week; (4) 17 schools offered a night program, with 12 schools providing library and computer lab services at night; (5) most of the schools limited student enrollment to a maximum number of hours; (6) only 4 schools did not have any limit on summer school faculty teaching load; (7) the pay scale was the same for the full-time and part-time summer faculty at 16 schools, while 2 schools paid their full-time faculty more in the summer than during the fall or spring semesters; and (8) only 4 institutions involved faculty in the selection of courses for the summer. The survey instrument and tabulated results are appended. (TGI)

ED 401 954 JC 960 692

Marashio, Paul; Marashio, Nancy
A Pedagogy Blueprint for the 21st Century: Pedagogy and Assessment Implications of "Using Voluntary National Skills Standards in Performance Based Curriculum Design."
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; College Curriculum; Community Colleges; *Curriculum Development; Educational Change; *Educational Improvement; Educational Innovation; *Education Work Relationship; Job Skills; Teaching Methods; Two Year Colleges
IDENTIFIERS- New Hampshire Community Technical College System

In an effort to improve students' transition from the classroom to the workplace, four instructors from the New Hampshire Community Technical College System integrated the National Skill Standards (NSS) into the curriculum of their programs. This report illustrates how these instructors transformed their teaching, student assessment, and instructional methods and provides recommendations for the use of the NSS as the foundation for curricula. Following an introduction to the "Virtual Workplace," or the envisioned classroom of the future where students master and perform workplace skills, the first section of the report describes the process of integrating the NSS into curricula, including the search for an appropriate set of standards, the role of the instructor in preparing curricula, student-employee assessments, advantages of teaching and learning in the Virtual Workplace, and problems arising in the process. The second section discusses the current status

ED 401 973 JC 970 009

Registered Nursing Alumni Surveys, 1990-1994.
PUB DATE- Sep 95
NOTE- 32p.; For a report on 1991-94 nursing surveys, see ED 376 914.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Choice; *College Outcomes Assessment; Community Colleges; Comparative Analysis; Educational Quality; *Education Work Relationship; Graduate Surveys; Longitudinal Studies; *Nursing Education; *Participant Satisfaction; Salaries; Student Attitudes; Two Year Colleges; *Vocational Followup
IDENTIFIERS- College of the Canyons CA

Since 1990, California's College of the Canyons (CoC) has conducted annual surveys of graduates from its Registered Nursing (RN) program. Between 1990 and 1994, surveys were sent to 193 RN graduates, with completed questionnaires received from 124 alumni. An analysis of responses for each year revealed the following: (1) 91.7% of the respondents from 1994 indicated that CoC was their first choice, compared to 95.5% in 1992 and only 84% in 1991; (2) 66.7% of the 1994 respondents indicated they had chosen CoC for its location, up from 37.5% in 1990, while 16.7% of the 1994 respondents chose it for the quality of the RN program, the lowest percentage of the 5 years (3) 95.9% of the 1994 graduates said that they were satisfied or very satisfied with the quality of instruction in the program, the highest percentage of the 5 years; (4) 62.5% of the 1994 graduates had a final grade point average between 3.5 and 4.0, compared to 42.9% of the 1993 graduates and 31.8% of the 1992 graduates; (5) 79.2% of the 1994 respondents were currently employed, 4.2% were continuing their education, 8.3% were caring for home or family, and 8.3% were unemployed; and (6) 100% of the 1994 graduates were satisfied or very satisfied with their working conditions, while 12% of the 1991 were dissatisfied. Comments to open-ended questions from 1994 respondents are included. The survey instrument is appended. (HAA)

ED 401 974 JC 970 010

Student Equity Plan, 1996-1998.
PUB DATE- 25 Apr 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Outcomes Assessment; *College Planning; Community Colleges; Cultural Pluralism; *Diversity (Institutional); *Educational Environment; Financial Support; *Minority Groups; *Organizational Objectives; *School Demography; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

Presenting an update to the first Student Equity Plan (SEP) prepared by California's College of the Canyons in December 1993, this plan reviews research on the participation of underrepresented groups at the college and presents goals and activities for the period from 1996-98. Following an introduction, research conducted on student characteristics and

*Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Cypress College CA

Designed to assist California's Cypress College in planning, marketing, recruitment, and retention efforts, this report provides data tables on the demographics of students enrolled in the fall 1994 and fall 1995 semesters. Tables are provided for the following areas: enrollment history for fall and spring semesters, 1985-95; registration by admission classification; students' degree objectives, class standing, full- or part-time status, semester units taken, age, gender, ethnicity, citizenship status, veterans status, country of origin for foreign students, high school graduation status, last high school attended by county, last college attended by county, year of graduation from high school, and residence by zip code; and grade distributions by academic division. Selected findings include the following: (1) enrollment for fall 1995 was 13,357, down from 14,142 in fall 1994; (2) 5,768 students expressed transferring with an associate's degree as their educational objective, while 1,016 cited transferring without a degree; (3) 4,683 students were attending full-time in fall 1995, while 8,627 were attending part-time; (4) 7,588 fall 1995 students were female, compared to 7,951 in fall 1994; and (5) the number of White students declined from 6,747 in fall 1994 to 5,991 in fall 1995, while the number of Hispanic students increased from 2,631 to 2,659. (AJL)

ED 401 993 PS 020 755

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Product Evaluation Reports, 1991-92, 1992-93, 1993-94, 1994-95.
PUB DATE- Jun 95
NOTE- 192p.; For earlier Evaluation Reports, see ED 308 948, ED 320 673, ED 343 655.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *High Risk Students; Parent Participation; *Preschool Education; Program Effectiveness; Program Evaluation; Program Improvement; Summative Evaluation
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; *Saginaw City School System MI

This document consists of four consecutive annual program evaluation reports covering the years 1991-92, 1992-93, 1993-94, 1994-95, respectively. These reports detail the results of the annual product evaluation of the federally funded Chapter 1 prekindergarten program of the Saginaw, Michigan School District. The purpose of the prekindergarten program is to provide inner-city 4-year-olds with an environment that will enable them to develop the skills needed for success in school. The paper served the following number of children in each of the year periods: 428, 433, 502, 495. The major question addressed set out to accomplish? To answer this question, evaluators used: (1) the Prekindergarten Saginaw Objective Referenced Test to assess cognitive and psychomotor objectives; and (2) a Parents as Partners Sheet to assess the amount and type of parent participation. Findings indicate that in each of the four year primers evaluated, the program met all nine objectives in the cognitive skills area and three of four objectives in the psychomotor skills area. All three objectives for parent participation were met. The reports also present recommendations for program improvement based on the evaluation

Verbal Development
IDENTIFIERS- *Baby Talk; *Word Learning; Words

Based on research in infant sign language, this book teaches parents methods of communicating with their infants through the use of simple bodily movements that signify objects, events, and needs. Noting that communication between parent and child can flourish between 9 months and 30 months, when a baby's desire to communicate outstrips the ability to say words, this guide explains how increasing the number of gestures in a baby's repertoire can expand and improve parent-child communication. Increasing the number of gestures a baby uses also stimulates the process of learning to talk, encourages intellectual development, enhances self-esteem, and strengthens the parent-infant bond. The guide provides step-by-step instructions with photographs and diagrams, and includes sections on: baby signs as part of the language puzzle; signs to start with; charting progress; developing new signs; differences among babies; real-life baby sign stories; signing and rhyming; from signs to speech; and parents' questions. (TJQ)

ED 402 012 PS 024 675

Nelissen, Jo M. C.; Tomic, Welko
Representation and Cognition.
SPONS. AGENCY- Open Univ., Heerlen (Netherlands).
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; *Cognitive Processes; *Cognitive Psychology; Cognitive Structures; Developmental Stages; Foreign Countries; Intellectual Development; *Knowledge Representation; Learning Processes; Thinking Skills
IDENTIFIERS- *Mental Representation; Representational Modeling; *Representational Thinking

A cognitive or internal representation refers to an organized system of information which reflects certain, but not all, of the information about reality being represented. This paper considers various opinions, controversies, and debates about what representation is, how it comes about, and what forms of representation can be distinguished. The article is divided into seven sections. Section 1 introduces basic concepts related to mental representation. Section 2 analyzes and compares several types of representation: iconic, propositional, and non-propositional. Section 3 describes how and under what circumstances young children develop representation, and discusses recent research on the development of representational thinking in young children. Sections 4 and 5 examine the relationship between "referent" and the mental process of "sense," suggesting that the accuracy of a representation can be evaluated on the basis of interaction and reflection. Section 6 proposes and distinguishes various levels of representational thinking. Section 7 considers the following important functions of representation: organization, control, elaboration of levels of representations, communication, and reflection on one's own mental activity. Finally, the article recommends investigating the unconscious construction of representation. Contains 52 references. (AA) musical elements, representation of gesture, and symbolic representation. In the area of visual arts, children were given the freedom to choose whether they painted. Structural characteristics found included exploration, topology, pattern, and pictographic representation. In each area, specific patterns emerged. In mathematics and music, children's use of symbols appeared to be linked to the representation of materials within the specific context. In the visual art portion, symbol use appeared to be context-free. The data indicated that as children become more experienced in their responses, their recordings become less context-bound and more concerned with ideas and concepts. (Author/SD)

ED 402 031 PS 024 788

Adler, C. Ralph; Harvell, Cynthia
The Give and Take of Mentoring.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 96
NOTE- 7p.; For issues 1-7, see ED 390 567.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; Family Programs; Interviews; Literacy Education; *Mentors; *Professional Development; Program Descriptions; Program Evaluation; Recruitment; *Staff Development; Technical Assistance
IDENTIFIERS- *Even Start; Family Literacy; Family Support; Protege Mentor Relationship

The study described in this issue of "Look at Even Start" evaluated the Staff Mentoring Sites program, a mentoring program provided as technical assistance in Even Start family literacy programs. Staff from five Even Start programs with successful family recruitment and retention records were selected as mentors. Requests for nominations for partnering sites resulted in nominations from 34 programs in 20 states; 15 programs were selected. Mentors were trained at a two-day planning meeting in which they developed a framework for the project and practiced activities they would implement at their partner sites. Evaluation and informal phone interviews indicated that "mentees" identified several benefits of the mentoring program: (1) increased awareness of the importance of recruitment and retention; (2) the identification of areas of overlap with other social service agencies; (3) enhanced recognition of the value of staff development and teaming to make effective program changes; (4) improved self-confidence in administrators; and (5) the receipt of support and encouragement. Mentors reported that they developed, refined, and polished their own skills as mentors and in their work in their own programs. The evaluation suggested five basic steps to successful mentoring programs: (1) be ready to participate; (2) build ownership and commitment; (3) develop a framework; (4) commit time and resources; and (5) evaluate the program. Steps for implementing mentoring in family literacy programs and annotated resources on literacy and mentoring are provided. (KDFB)

ED 402 032 PS 024 794

Colorado Quality Standards for Early Childhood Care and Education Services: A Planning Document.
PUB DATE- Nov 94
NOTE- 290p.; For 1992 version, see ED 367 452.
LANGUAGE- English

Published to provide reliable and current data for public health professionals and other individuals in the public and private sector to inform policymaking, this book compiles secondary data for 50 health status indicators and service needs of America's children. The book provides both a graphic and textual summary of the data and addresses long-term trends where applicable. Some statistics reveal the extent of progress toward "Healthy People 2000" goals or a reduction in the prevalence of unhealthful behaviors, while others reveal burgeoning or escalating health problems of women, children, and youth. Following an introduction that discusses trends and issues in children's health, the book has six sections : (1) "Anniversary Section," which summarizes data over the last 60 years; (2) "Population Characteristics," including children in poverty, working mothers, child care, school dropouts, and family composition; (3) "Health Status," discussing the health issue of infants, children, and adolescents; (4) "Health Services and Utilization," including immunizations, health care financing, physician and hospital care issues; (5) "State-Specific Data," including mortality, birthweight, perinatal and prenatal care, and children per pediatrician; and (6) "City Data," including infant mortality, birthweight, and prenatal care. Contains 50 references. (AMC)

ED 402 049 PS 024 819

Weeks, Joyce
Developing Opportunities for Senior Citizens and 3- and 4-Year-Old Children in a Northeast U.S. Jewish Community Center to Interact.
PUB DATE- 96
NOTE- 70p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aging (Individuals); Community Centers; Community Programs; *Community Recreation Programs; Day Care; Day Care Centers; Grandparents; *Interaction; *Intergenerational Programs; Jews; *Older Adults; *Preschool Children; Preschool Education; Program Development; Program Improvement
IDENTIFIERS- *Intergenerational Relationship; Jewish Culture; *Senior Citizen Centers; United States (Northeast)

Due to changes in society, young children and senior citizens have little opportunity for interaction. This practicum report formulated a plan for intergenerational interaction opportunities between 3- and 4-year-olds and senior citizens at a Jewish community center where separate programs for preschool children and senior citizens typified the lack of interaction. The goal of the practicum was to identify at least three opportunities for intergenerational interaction. This goal was accomplished via a 10-week strategy to determine opportunities for interaction and implement developmentally appropriate activities and opportunities. Information and recommendations were gathered from parents, teachers, staff, and seniors. Although inadequate time was allotted for full discussion of options, and seniors' ideas for intergenerational programming were much less interactive than those of parents, the affected populations were satisfied with 4 out of 5 options presented. Specific interaction projects agreed upon and developed included plans for an intergenerational Shabbat lunch and a Grandpals program. (Eight appendices include questionnaires for parents, seniors, children, and opportunity evaluation; a calendar plan for implementation; parent and senior involvement

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Health; *Elementary Education; Elementary School Students; Foreign Countries; Health Conditions; *Health Needs; *Health Promotion; School Attitudes; *School Health Services; School Policy; School Responsibility; School Role
IDENTIFIERS- Child Care Costs; Child Care Needs; Child Health Questionnaire; Child Nutrition Programs; *Health Hazard Appraisal; Health Policy; *Health Standards; Health Status; Health Surveys; School Based Services; School Effects; School Influence

Positing the relevance of well-being and social support to educational achievement, this book explores the status of children's health and its importance to the education of young children. A mail questionnaire survey of 1031 of approximately 20,000 Primary Education Schools in England and Wales in the fall of 1993 yielded 620 replies; a response rate of 60 percent. Data from this survey and six case studies call attention to conditions that are necessary for children to learn. These factors include good health, a nutritious diet, enough exercise, a safe and comfortable environment, happiness, and good sanitation. The book is divided into three parts: (1) "The Survey", describing the instrument, the buildings inspected, accidents and illness, health education and school health services, and a commentary; (2) "The Case Studies", detailing reports of a month spent at each of six schools; (3) "The View from the Children," showing their perspective on their schools; and (4) "Discussion," summarizing the status of children's health at school, issues of interrelationships between agencies, and the division of labor for the care of children. Appendices include the survey questionnaire and methodology, tables, facts about case-study participants, and schedules. Contains 116 references. (AMC)

ED 402 067   PS 024 838

Kendall, Frances E.
Diversity in the Classroom: New Approaches to the Education of Young Children. Second Edition.
PUB DATE- 96
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Classroom Environment; Classroom Techniques; *Cultural Activities; Cultural Awareness; Cultural Pluralism; *Early Childhood Education; *Multicultural Education; Young Children
IDENTIFIERS- Cultural Sensitivity; *Diversity (Student)

Early childhood education faces theoretical dilemmas as it reexamines the role of culture in the development of children and struggles to define what "developmentally appropriate" means and for whom. Teachers and other caregivers are working to integrate an anti-bias, multicultural approach into the overall curriculum and everyday interactions with children and parents. This book is intended as a resource in this process. Its seven chapters cover: (1) the context into which educators' work fits in the late 1990s and early 2000s; (2) how relationships with others, patterns of play, and problem-solving skills develop in young children; (3) self-examination of cultural attitudes; (4) building relationships with parents as preparation for talking about multicultural education; (5)

children's games, songs, and poetry; and (8) "Conclusion," discussing the new social classes. The book ends with a brief biographical sketch of each contributor. (AMC)

ED 402 085   PS 024 863

Levine, Madeline
Viewing Violence: How Media Violence Affects Your Child's and Adolescent's Development.
PUB DATE- 96
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Advocacy; Affective Behavior; Aggression; Attachment Behavior; *Behavior Development; Cognitive Development; Emotional Development; *Emotional Response; Government Role; *Mass Media Effects; Moral Development; Parent Attitudes; Parent Influence; Parent Responsibility; Parent Role; Personality Development; Separation Anxiety; Television Research; *Television Viewing; *Violence; Young Children
IDENTIFIERS- Childrens Preferences; Childrens Responses; *Television Criticism

Numerous studies have shown that viewing media violence encourages aggression, desensitization, and pessimism in children. This book reviews research on the effects of television and movie violence on children and adolescents, offering parents suggestions for dealing with the problems it creates. It is asserted that parents frequently underestimate the impact of violent television on children and may be surprised at what children find upsetting. The position is taken that society is increasingly at risk not only for higher levels of violence but for a greater tolerance and acceptance of this violence. The book is divided into four parts. The first part traces the development of television in the United States and examines more than 40 years of research on the subject of media violence and children. The second part presents a developmental approach which helps parents understand that children at different ages think about, understand, and experience the world in very different ways. The third part helps parents understand the effects of the media at different ages in order to help them make decisions about what is appropriate and what is potentially harmful to their children. The fourth part of the book focuses on how parents, as well as government, schools, and the media, can best approach the problem. A final section provides parents with phone numbers and addresses of the major networks and suggests how to contact government agencies involved with media regulation. (AMC)

ED 402 086   PS 024 864

Family Matters: Indicators of Well-Being for Iowa Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Change; *Child Development; Childhood Needs; Educational Environment; Educational Quality; *Family Environment; Family Influence; Family Role; Foreign Countries; Learning Strategies; Longitudinal Studies; Outcomes of Education; Parent Child Relationship; *Personality Development; *Preschool Education; Social Influences; *Socioeconomic Influences
IDENTIFIERS- *Developmentally Appropriate Programs; New Zealand

The longitudinal "Competent Children" project is intended to discover what impact family resources and early childhood education experiences have on the development of children's cognitive, social, communicative, and problem-solving competencies. This booklet summarizes the main findings of the first stage of this project. The report describes the competencies of 307 four-and-a-half-year-old children in the Wellington region, the Kapiti Coast, and the Wairarapa in the context of their family background, home activities, the length of their early childhood education experiences, and the quality of their current early childhood experience as they approach 5 years of age. Findings noted include the following: as children neared this age, the majority of children in this study were confident in their communication with others, could look after their own dressing and toileting, and solve problems in their explorations, games, and construction activities. Most children were familiar with books, and knew how books should be read, even if they had not yet started reading. About half the children could recognize the letters of their own name, and write their first names. Most children were familiar with numbers up to 10, whether in the form of counting or recognizing numerals. Just under half could recognize different shapes. (AA)

ED 402 104 PS 024 884

Reedy, Yvonne B.; Walls, Robin
Obtaining Information through Basic Communication.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Head Start Association's Annual Training Conference (23rd, New Orleans, LA, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Counseling; Family Involvement; Family Programs; *Home Programs; *Home Visits; Interviews; *Needs Assessment; Program Improvement; *Questioning Techniques; Social Agencies; Social Services; Staff Development; Training Methods
IDENTIFIERS- *Home Visitors; *Project Head Start

Family needs assessment is mandated within Head Start programs. Cen-Clear Child Services, Inc., a Head Start program in Pennsylvania, set out to evaluate and revise its approach to information-gathering and to involve families in the planning process using plans based on family strengths and designed to meet family goals. Based on a model designed by Schulman (1982), a training module was developed for home visitors to address the issue of improving family needs assessment. The reduce the risk of violence at athletic events, practices for dealing with gangs and weapons, elements of an effective school safety plan, and questions to evaluate conflict in school. Results of a survey of Nebraska administrators include their recommendations for promising practices and programs. Contains 34 references. (SV)

ED 402 122 RC 020 784

Muse, Ivan; And Others
One-Teacher Public Elementary Schools in America: 1996 Study.
PUB DATE- 13 Oct 96
NOTE- 12p.; Paper presented at the Annual Meeting of the National Rural Education
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Support; Elementary Education; Elementary Schools; *Institutional Characteristics; *Institutional Survival; *One Teacher Schools; *Public Schools; *Rural Schools; School Community Relationship; *School Demography; School Surveys; Teachers

A 1960 study found that one-teacher schools numbered 24,000; were outmoded, poorly financed, and of inferior construction; and had inadequately prepared teachers. In the early 1980s, a study of these schools found that their facilities were updated, most teachers were college trained and state certified, and the students performed well at school and in later grades. However, there were only 837 of them left. During the 1995-96 school year, a survey found that 379 one-teacher public elementary schools were operating in rural, often remote, areas in 28 states. Data on teachers, students, community, class enrollments, buildings, and districts are given, as are perceived strengths and weaknesses of one-teacher schools. These schools were amply staffed with qualified, experienced teachers. The students did well and created few disciplinary problems. Community support was high and teachers respected local values. The buildings were old but in good repair, had adequate facilities, and remained a center for community activities. Students were not exposed to grading traumas, school discipline problems, and overcrowding evident in larger schools. Includes a table showing number of one-teacher schools by state in 1958-59, 1984, 1996, and a map showing distribution of one-teacher schools in 1996. (TD)

ED 402 123 RC 020 785

Bohrer, Stephen
Meeting the Educational Needs of Rural Kansas Students: Research Synthesis and Policy Recommendations.
PUB DATE- 11 Oct 96
NOTE- 16p.; Paper presented at the Annual Conference of the National Rural Education Association (San Antonio, TX, October 10-15, 1996). Condensed version of dissertation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consolidated Schools; Demography; Economic Development; Educational Change; *Educational Policy; *Educational Research; *Educational Technology; Elementary Secondary Education; Rural Areas; *Rural Development; Rural

Ruralizing Education" (David W. Orr); "A Public Philosophy for Civic Culture" (William M. Sullivan); "Land: Challenge and Opportunity" (Susan Witt, Robert Swann); "Community-Supported Agriculture: Rediscovering Community" (Jack Kittredge); and "Community Farming in Massachusetts" (Brian Donahue). Contains approximately 200 references and an index. (SV)

ED 402 141 RC 020 844

Harding, Thomas
One-Room Schoolhouses of Arkansas as Seen through a Pinhole.
PUB DATE- 93
NOTE- 126p.; Text and Photographs by Thomas Harding; Afterword by Cyrus Sutherland.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Architectural Character; Educational History; Elementary Secondary Education; *One Teacher Schools; Photographic Equipment; *Photographs; *Rural Schools; *School Buildings; State History
IDENTIFIERS- *Arkansas

This book compiles black and white photographs of 49 one-room (and occasionally two-room) schoolhouses in Arkansas. The book aims to share the vision of these special buildings that were so important in shaping the educational system, communities, and lives. An introduction describes the pinhole cameras that were used and how the different effects achieved in the photographs were a direct result of the the design and characteristics of the pinhole camera. There is one photograph of each school, with its name and a short description on the facing page. Descriptions include architectural features, present condition and use, and available history. The afterword comments on the special characteristics of one-room schools and their unique place in American history, and includes testimony from a former student of a one-room school and from a teacher who started her teaching career of over 30 years in a one-room school. Appendix lists the schools; their approximate locations; the type of camera, film, and filter used; and exposure times. (TD)

ED 402 142 RC 020 845

Spring, Joel
The Intersection of Cultures: Multicultural Education in the United States.
PUB DATE- 95
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Consciousness Raising; *Cultural Differences; *Cultural Interrelationships; Culturally Relevant Education; Culture Conflict; *Educational Strategies; Elementary Secondary Education; Ethnicity; Ethnocentrism; *Intergroup Relations; Minority Groups; *Multicultural Education; Perspective Taking; Racial Discrimination; *School Culture; Sex Discrimination
IDENTIFIERS- Global Economy; World Views

Designed to be used in courses devoted to the study of multicultural education, this book aims to outline conceptual foundations of multicultural education and to discuss differences in cultural perspectives. The book is divided into two parts. Part one provides the foundation of multicultural

ED 402 163 SE 059 204

Robinson, Scott; DiNizo, Tricia
Magical Memories and Rejuvenation through Reflection: Stories of the Development of a Preservice Secondary Science Teacher.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the National Science Teachers Association Southern Area Convention (Atlanta, GA, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; *Preservice Teacher Education; Reflective Teaching; *Science Teachers; Secondary Education; Secondary School Science; *Teacher Effectiveness
IDENTIFIERS- *Gender Issues; Preservice Teachers

This paper invites science teachers to reflect on their own stories of teaching and learning, to build meaning from their personal stories, and to apply their fresh insights to better understand themselves and their teaching. The significance of the research lies in its ability to share authentic stories that represent the experiences of a preservice science teacher. The stories model the critical role of reflection. The paper has been written for (a) preservice science teachers seeking their personal histories in the context of their career goals, (b) practicing science teachers interpreting the themes of their own stories to critically examine their classroom practices, and (c) science teacher educators exploring the relationships among gender, experience, and career aspirations of preservice science teachers. Collaborative work for this paper evolved from an alliance between a beginning science education faculty member and a preservice science teacher. The paper examines the motives and interests of a female preservice science teacher and it contains her autobiographical stories. The themes that emerge from the stories--effective teachers, her own teaching, and gender--are also discussed. Contains 24 references. (Author/JRH)

ED 402 164 SE 059 206

Action for a Cleaner Tomorrow: A South Carolina Environmental Curriculum Grades 6-12, 2nd Edition.
PUB DATE- 96
NOTE- 664p.; For a related document, see ED 400 158.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Energy; *Environmental Education; Geography; *Interdisciplinary Approach; Intermediate Grades; *Mathematics Education; *Natural Resources; Pollution; *Recycling; Science Activities; Science Curriculum; Secondary Education; Social Studies; *Waste Disposal
IDENTIFIERS- South Carolina

The goal of this curriculum is to teach students to think about their daily habits and to make environmentally responsible choices. The lessons and activities are divided by grade levels: 6-8 and 9-12. Lessons in each grade level are designed to cover a range of student skills, subject areas, and environmental issues. An extensive resource section includes background information on specific issues at the state and global level as well as a glossary. Each lesson has a teacher's

"Exploration of Individual Learning Processes in Mathematics" (K. Hasemann); (11) "The Use of Counting in Numerical Reasoning" (V. Bermejo & M.O. Lago); (12) "Latino, Anglo, and Korean Children's Finger Addition Methods" (K.C. Fuson, T. Perry, & Y. Kwon); (13) "A Microgenetic Longitudinal Study on the Acquisition of Word Problem Solving Skills" (E. Stern); (14) "A Cognitive Component Analysis of Arithmetic Word Problem Solving" (H. Tajika); (15) "Reading To Learn Mathematics: A Report on Primary School Children's Constructive Activity in Learning From Text" (C. Desforges & S. Bristow); (16) "Cerebral Palsied Children's Schemes To Face Quantitative Tasks" (C. Larere); (17) "The Results of Different Treatments on Children's Weak Performance in Preparatory and Initial Arithmetic" (B.A.M. Van de Rijt & J.E.H. Van Luit); (18) "Teaching a Complex Counting Procedure To Improve Mathematical Word Problem Solving in Children with Learning Difficulties" (E.C.D.M. Van Lieshout & I. Cornelissen); (19) "Cognitive and Affective Effects of Computer-Based Arithmetic Practice on the Lowest Achieving Students" (N. Hativa); (20) "Dealing with Learning Difficulties Concerning Addition and Subtractions, Due to or Despite the Little Person" (J.E.H. Van Luit); and (21) "Mathematical Word Problem Solving of Normally Achieving and Mildl

ED 402 187 SE 059 459

Leonard, Scott A., Comp.; Dobert, Raymond, Comp.
Biotechnology: Commercialization and Economic Aspects, January 1993-June 1996. Quick Bibliography Series no. QB 96-10.
PUB DATE- Sep 96
NOTE- 49p.; Updates QB 94-20.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biotechnology; *Economics; Higher Education
IDENTIFIERS- AGRICOLA

This bibliography on the commercialization and economic aspects of biotechnology was produced by the National Agricultural Library. It contains 151 citations in English from the AGRICOLA database. The search strategy is included, call numbers are given for each entry, and abstracts are provided for some citations. The bibliography concludes with an author index and a subject index. (JRH)

ED 402 188 SE 059 471

Achievements of Secondary 1 and Secondary 2 Pupils in Mathematics and Science: Third International Mathematics and Science Study (TIMSS).
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Strategies; Foreign Countries; Global Approach; Homework; *Mathematics Education; *Science Education; Secondary Education; Sex Differences
IDENTIFIERS- Scotland; *Third International Mathematics and Science Study

This Third International Mathematics and Science Study (TIMSS), carried out in 1995, collected information about pupils' knowledge and understanding of mathematics and science, mathematics and science curricula, and teaching and learning among the disciplines, and can provide an exciting and challenging learning environment for students of diverse backgrounds. This paper presents a reflection on the research conducted in a longitudinal, multi-level, multi-dimensional research program charged with documenting and interpreting the development and implementation of the teacher preparation program in mathematics and science education. The intent of the reflection is to contribute toward the researchers' sense-making as the research program enters its fourth year of operation. It is also offered as a case study of research from which interested readers may gain insights to assist their research efforts in diverse contexts. Emergent findings and questions relate to the decisions made in the following areas: the research team; the research design; the research instruments; the data collection; and the data analysis. A call for internal support of research efforts within NSF-funded teacher preparation projects is made to support knowledge growth in this critical realm. Contains 26 references. (JRH)

ED 402 209 SE 059 602

The Guidebook of Federal Resources for K-12 Mathematics and Science 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 405p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Federal Aid; Federal Programs; *Mathematics Education; *Science Education
IDENTIFIERS- Eisenhower National Clearinghouse

This guidebook, a comprehensive national directory of Federal offices, programs, and facilities supporting K-12 education in mathematics and science, was designed to inform educators and the public about Federally-supported resources in these subjects and to increase access to them. It contains information about Federal offices and programs at the national and regional levels and also lists state-by-state contacts for many of these resources. Sixteen Federal agencies collaborated with the Eisenhower National Clearinghouse (ENC) to produce this publication. Section One contains general information about the 16 agencies and highlights their involvement in mathematics and science education, acquaints the reader with agency-specific background information, and lists its administrative offices for mathematics and science education. Section Two features nationwide agency-sponsored mathematics and science programs for elementary and secondary education. Each program entry includes the program name, a brief program description, and contact information. Section Three lists, by state and region, those agency resources available at the local level. Although this Guidebook does not list all federally-funded education programs, it does provide contacts that can supply additional information. (JRH)

ED 402 210 SO 025 128

Walenta, Brian T.
Search and Seizure: Students Rights vs. the School.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English

"What about Jobs?" (4) "How Much Do Lawyers Make?" (5) "Selecting a Law School -- Choices and Criteria" (6) "What Is Law School Like?" (7) "How Much Does Law School Cost?" (8) "What about Financial Aid?" and (10) "Amission to the Bar." A 35-item bibliography of books that discuss in further detail some of the questions dealt with in this booklet is included. Annotations are provided for those items not mentioned in the text. The booklet would be a resource for a discussion of career opportunities in the context of a variety of law-related education (LRE) curricula. Contains 35 references. (LH)

ED 402 233 SO 026 208

Perry, George S., Jr.
Youth Summits: Youth and Adults as Partners in Violence Prevention. Technical Assistance Bulletin, No. 14.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Conflict Resolution; Crime; Criminal Law; *Delinquency Prevention; Democratic Values; Experiential Learning; *Law Related Education; Secondary Education; Social Studies; Victims of Crime; *Violence; Youth Problems; *Youth Programs
IDENTIFIERS- American Bar Association; Constitutional Rights Foundation; Phi Alpha Delta Law Fraternity

Taking the position that Youth for Justice Youth Summits were highly successful in their inaugural year of 1995, this report explains the purpose and goals of the summits. The report also summarizes the activities undertaken in the 47 states (plus the District of Columbia and Puerto Rico) where the summits were held on a state-by-state basis. The summits identified issues and concerns about violence in schools and communities, began work on youth-driven projects to address violence, and facilitated the sharing of information about existing youth violence-prevention activities. Many summits also addressed related issues, including conflict resolution and/or peer mediation, tolerance, racism, domestic violence, media violence, and dropout prevention. Students, teachers, and school administrators participated in the events, and often they were joined by members of the United States House and Senate, state senators and representatives, city mayors, city council members, state attorneys general, members of state and local bar associations, judges, lawyers, and law enforcement officials. In this manner, the summits engaged students in interactive learning about violence and legal issues through discussion with community members and their peers. The summits encouraged students to be active participants in solutions to problems in their schools and communities. (LH)

ED 402 234 SO 026 214

Nessel, Paula A.
Law Magnet Programs. Technical Assistance Bulletin No. 15.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English

Civic Education Reform in the Context of Transition.
PUB DATE- 96
NOTE- 9p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Citizenship Education; *Communism; *Curriculum Development; *Educational Change; *Educational Development; Educational Environment; Educational Experiments; Educational Innovation; Foreign Countries; Higher Education; *Politics of Education; Social Change
IDENTIFIERS- *Czech Republic; Europe (Central); Europe (East)

Defining civic education reform in the Czech Republic since 1989 in terms of its post-communist transition, this paper contends that the breadth, depth, and range of educational reforms proposed or already adopted in Central and Eastern European societies is extensive, involving most areas of education (curricula, educational legislation, management, new types of school and university institutions, and the system's overall structure, administration, and financing). The document includes explanations of Czech Republic education reforms from political, historical, and sociological perspectives: "Character of Our Educational Reform"; "'Anomie' and 'Crisis'"; "The Heritage of the Communist Regime"; "The Role of Pre-war Models and Traditions"; "The Influences of Political Doctrines"; "The Legislative Framework"; "The Role of Public Opinion and the Media"; "General Principles and Main Problems of Curriculum Reform"; and "Conclusions." After a seven-year transitional process that has opened up the education system to local and individual initiatives with relatively minor State involvement, the next phase of reform in the Czech Republic (and Central and Eastern Europe) requires collaborative discussions on the goals of education and curriculum content. (CB)

ED 402 256 SO 027 193

Messick, Richard E.
Teaching Economic Citizenship.
PUB DATE- 96
NOTE- 16p.; Paper presented at the CIVITAS Panamericano Conference (Buenos Aires, Argentina, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; Course Content; Curriculum Enrichment; *Democracy; *Economics; *Economics Education; Free Enterprise System; *Instructional Development; Secondary Education; Social Studies; Teaching Methods

Because most countries in the western hemisphere have rejected authoritarian governments and economic policies for more democratic governments and freer economies, schools have a responsibility to help maintain democracy by teaching their students to take an active role in deciding both their political and economic futures. Healthy democracies demand students, who as adult citizens, understand, assert, and take responsibility for their fundamental political and economic rights. However, it is uncommon for students to learn about citizenship in terms of economic rights--the freedom to hold interest in studying mathematics; and (4) the growing number of ill-prepared students in both countries. Study findings suggested several areas for further research such as upgrading current educational options and training teachers to better meet the needs of rapidly changing technology, developing home-based education using the World Wide Web, and explaining the impact of home-based education on employment of teachers. (Contains 12 references.) (ND)

ED 402 277 SP 037 022

Jesus, Saul Neves de; Paixao, Maria Paula
The "Reality Schock" of the Beginning Teachers.
PUB DATE- Sep 96
NOTE- 12p.; Paper presented at the International Conference of FEDORA (Coimbra, Portugal, September 26-27, 1996). The concept of "Reality Shock" has been frequently rendered as "reality schock" throughout this paper, including the title page.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Career Planning; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Preservice Teacher Education; *Teacher Motivation; Teaching Conditions; Teaching Experience; Teaching Models; Teaching Skills; *Theory Practice Relationship
IDENTIFIERS- *Career Unrest

Entrance into the teaching profession is often a situation of disappointment or "reality shock." As shown by previous researchers, teacher burnout is higher in the beginning of the career. Among the causes are inadequate initial teacher training and the lack of initial motivation. In order to study this phenomenon, the transition of 214 teachers from training in the university to the professional world was analyzed and some ways of intervention to prevent or to solve this problem were proposed. Analysis of study data suggested that initial teacher training should follow a relational model, capable of identifying and developing the personal skills relevant to an effective and personalized occupational practice. In the educational training prior to the beginning of the occupational practice, this model should clarify implicit theories and irrational beliefs and promote the formation of realistic expectations about teaching. The training should stimulate frequent problem-solving and decision-making simulation exercises. In addition, the training supervision should be able to promote the learning processes and career development of the new teacher via cognitive, emotional, and behavioral support. Six strategies for vocational guidance and counseling during higher education are suggested. (Contains 36 references.) (ND)

ED 402 278 SP 037 023

Ganser, Tom; Koskela, Ruth
A Comparison of Mentor Selection, Incentives, Training and Support, and Mentoring Activities in Six Wisconsin Mentoring Programs for Beginning Teachers.
PUB DATE- Oct 96
NOTE- 22p.; Revised version of a paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

identity or the "teacher self" by adapting and shifting within this energy while remaining firmly anchored to commitment and a strong belief in purpose throughout the fluctuating realities of classroom life. (Contains 52 references.) (Author/ND)

ED 402 298 SP 037 060

Research, Issues, and Practices. Proceedings of the Annual Curriculum and Instruction Research Symposium (4th, Vermillion, South Dakota, April 26, 1996).
PUB DATE- Apr 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Hands on Science; Higher Education; High Risk Students; *Inclusive Schools; Instructional Improvement; Listening Skills; *Mentors; *Portfolio Assessment; Principals; *Social Studies; *Violence
IDENTIFIERS- Caldecott Award; Newbery Award

The goals of the Curriculum and Instruction Research Symposium are to promote the professional sharing of current education issues, provide a forum for dialogue concerning relevant educational topics, and share faculty research interests. The 10 papers presented at the 1996 conference are: (1) "Appreciative Listening: The Forgotten Art" (Connie Hoag); (2) "Controversial Issues in Social Studies Education" (Robert W. Wood); (3) "Inclusion in South Dakota's Early Childhood Settings" (Gera Jacobs, Joanne Wounded Head, Gail Matthews, and Gui-Ping Zhang); (4) "Utilization of Hands-On/Minds-On Science Teaching Processes in Selected Elementary Schools" (Paul Otto); (5) "Inclusion: Principals' Perceptions in a Four State Region" (Gary Zalud); (6) "Causes and Prevention: School Violence" (Sherry Feinstein and Lynne Roach); (7) "Competency Portfolios and Their Application in the School Setting" (Marilyn Urquhart and Lana Danielson); (8) "Mentoring in the PDC: A Strategy That Builds Professionalism" (Sharon Lee and Rosanne Yost); (9) Improving Academically At-Risk Students' Classroom Performance in Regular Education Settings" (Bill Sweeney); and (10) "An In-Depth Study of Caldecott and Newbery Winning Books" (Maurine V. Richardson and Margaret B. Miller). (ND)

ED 402 299 SP 037 061

Physical Activity and Health. A Report of the Surgeon General.
PUB DATE- 96
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; Children; Elementary Secondary Education; *Exercise; *Health Activities; *Health Promotion; *Health Related Fitness; Higher Education; Literature Reviews; *Physical Activities; Physical Activity Level; Prevention
IDENTIFIERS- *Endurance; *Health Behavior

The informatin in this report summarizes the existing literature on the role of physical activity in preventing disease and on the status of interventions to increase physical activity, focusing on endurance-type physical activity. School-based interventions have been shown to be successful in increasing physical activity levels. With evidence that success in this arena is possible, every effort should be made to encourage schools to require daily physical education in each grade and

Karst, Ralph R.

Survey Report to the SRCEA Membership at the 1996 Meetings in Savannah, Georgia.

PUB DATE- Nov 96

NOTE- 10p.; Report presented to the Southern Regional Council of Educational Administrators (Savannah, GA, November 1966). For a related document, see HE 029 693.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Evaluation; Data Collection; Data Interpretation; *Democratic Values; Educational Administration; *Educational Change; Educational Improvement; Educational Research; Educational Trends; Higher Education; Participative Decision Making; Questionnaires; Response Rates (Questionnaires); Sample Size; Sampling; Statistical Analysis; Statistical Surveys

This brief report summarizes the results of a survey of professors of educational administration in the southern region of the United States, which sought to determine whether preparation programs were democratically administered. The survey included some demographic questions, 12 questions that asked respondents to rank preparation programs relative to democratic administration, and a rank ordering of curriculum courses currently being taught. A total of 70 respondents at 48 universities returned the questionnaire. The quality of the rating scale was statistically determined through Cronbach's alpha analyses. Table 1 presents respondents' rank orders of 11 curriculum courses showing that courses in leadership and organization were ranked highly for inclusion of principles and processes. Table 2 gives means and standard deviations for each of the survey questions. Also noted are the results of t-tests performed to examine differences by gender and by public school experience. The survey concludes that while there is clearly a trend toward changing beliefs concerning democratic administration, there are still problems to be overcome. (CH)

ED 401 845 HE 029 696

Rodriguez, Esther M.; Ruppert, Sandra S.

Postsecondary Education and the New Workforce.

SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.

PUB DATE- Oct 96

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Career Education; College Bound Students; Educational Planning; *Educational Policy; Educational Resources; *Education Work Relationship; Futures (of Society); Job Training; *Labor Force Development; Labor Force Nonparticipants; *Long Range Planning; *Needs Assessment; Noncollege Bound Students; Planning; Policy Formation; *Postsecondary Education; Reentry Workers; School Business Relationship; State Programs; State School District Relationship; Statewide Planning; Work Experience Programs

This report is intended to provide a framework for state-level policy and planning in relationship to postsecondary education's role in workforce development. Underlying the report is a set of principles and priorities designed to

Technology Around: An Investment in Tomorrow," which discusses partnerships embarked upon by Sacred Heart University (Connecticut) (Domenick Pinto and Babu George); and (8) "Strategies for Restructuring IT Organizations," which focuses on restructuring at DePaul University (Illinois)(Susy S. Chan). (Some papers contain references.) (MDM)

ED 401 864   HE 029 792

Chambers, Jack A., Ed.
Selected Papers from the National Conference on College Teaching and Learning (4th, Jacksonville, Florida, April 14-17, 1993).
PUB DATE- 93
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Active Learning; Art Education; Classroom Research; *Classroom Techniques; *College Instruction; Computer Managed Instruction; Cooperative Learning; Educational Innovation; Educational Technology; Elementary Secondary Education; Ethics; Higher Education; Inservice Teacher Education; Land Grant Universities; Methods Research; *Portfolio Assessment; Preservice Teacher Education; Reflective Teaching; *Research and Development; Teacher Centers; *Teacher Education; Teacher Workshops; Teaching Methods; Teaching Styles; Technological Advancement; Technology Transfer; Theory Practice Relationship; Virtual Reality
IDENTIFIERS- Problem Centered Curriculum

This collection of 18 papers covers four broad areas of teaching and learning in higher education: innovative college teaching/learning strategies; effective classroom research/assessment activities; advanced classroom technology; and developing teaching and learning centers. Titles include: (1) "Changing Teaching Styles When Technology Becomes Part of the Classroom" (Bruce Bosworth); (2) "Problem Centered Teaching and Learning Using Community Projects" (Frank Maling Bosworth II); (3) "Active Learning in Collaborative Groups: Some Lessons and Insights" (Wanda D. Bracy); (4) "Creative Planning = Creative Teaching: Visual Charting of Innovative Classroom Activities" (Carole G. Creekmore); (5) "Integrating Ethics, Education and the Arts" (George Dupuy and Stephen Taft); (6) "What Is the Reality of Virtual Reality?" (Cynthia A. Elliott); (7) "The Use of Portfolios for Reflective Teaching/Learning Activities" (Christy L. Faison and Jody M. Blohm); (8) "Electronic Mentoring Among Elementary Education Interns: Potential Promises and Pitfalls" (Deborah M. Floyd, et al.); (9) "Student Participation in Large Lecture Settings via Instantaneous Small Groups" (Thomas A. Holme); (10) "Establishing a Teaching Support Center at a Land Grant University" (Diane H. Jackman and Michael K. Swan); (11) "Assessing the Assessors: Toward a Modified Portfolio Method of Assessing Student Writing" (Geoffrey Kain); (12) "The New Classroom Environment: Teaching with Computers" (Kathleen King); (13) "The Dyadic Alternative: Organizing Students into Cooperative Pairs" (Norman C. Licht); (14) "Teacher Immediacy Behavior: Student Learning Outcomes and Evaluation" (Mary McLemore and James Cunningham); (15) "Integrating Technology in the Foreign Language Curriculum" (Karen-Jean Munoz); (16) "Enhancing Instruction with Multimedia" (James S. Noblitt); (17) "Addressing Creative Intelligence" (Doris J. Shallcross); (18) "Linking Theory and Practice in Teaching" (Blenda E. Smith). (Most papers contain references.) (CH) including two specific cases in point; strategic planning; integrated classroom technology projects; the uses of e-mail, the Internet, distance learning, and commercial online services; various technologies, including CD-ROMs and CD players, television, video and laser technology, digital cameras, and scanners and portfolios; ways to encourage schools or districts to develop educational technology programs; and effective and encouraging teacher behaviors. Also included is a list of suggested journals, organizations, and resources that may prove useful when integrating technology into the classroom. (Contains 28 references.) (AEF)

ED 401 881 IR 018 176

Nonlegislative Report of the Subcommittee on Courts and Intellectual Property Committee on the Judiciary. U.S. House of Representatives.
PUB DATE- 27 Sep 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- Educational Media; *Fair Use (Copyrights); Guidelines; Information Sources; Instructional Materials; *Multimedia Materials; Ownership; Reprography
IDENTIFIERS- Congress 104th; Copyright Law 1976

Under the Copyright Act of 1976, "fair use" exemption places a limit on the exclusive rights of copyright owners to promote free speech, learning, scholarly research and open discussion. The Consortium of College and University Media Centers (CCUMC) convened a diverse group of interested parties to draft guidelines which would provide guidance on the application of the fair use exemption by educators, scholars, and students in creating multimedia projects that include portions of copyrighted works, for their use in noncommercial educational activities, without having to seek the permission of copyright owners. These guidelines form the body of this nonlegislative report. The guidelines, which do not represent a legal document, nor are they legally binding, represent an agreed upon interpretation of the fair use provisions of the Copyright Act by the overwhelming majority of the institutions and organizations affected by educational multimedia. A list of those organizations who have supplied written endorsements appears at the end of the guidelines. There is a relative degree of certainty that a use within the guidelines will not be perceived as an infringement of the Copyright Act by the endorsing copyright owners, and that permission for such use will not be required. The more one exceeds the guidelines, the greater the risk that the use of a work is not a fair use, and permission should be sought. The guidelines contain six sections: (1) Introduction; (2) Preparation of Educational Multimedia Projects Under These Guidelines; (3) Permitted Educational Uses for Multimedia Projects Under These Guidelines; (4) Limitations; (5) Examples of When Permission Is Required; and (6) Important Reminders. Appendixes contain lists of organizations endorsing the guidelines and organizations participating in the development of the guidelines. (Author/AEF)

ED 401 882 IR 018 177

Ediger, Marlow

Weiner, Robert G.
The Internet Culture: Transitions and Problems.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Community; Computer Literacy; *Computer Mediated Communication; Computer Uses in Education; *Culture; Electronic Mail; Ethics; Females; Futures (of Society); Information Dissemination; Information Literacy; Information Networks; Information Transfer; *Internet; Problems; *Social Systems
IDENTIFIERS- *Computer Users; Etiquette; Experts

Originally begun as a government-sponsored project for scientists, engineers, and military personnel to exchange information with great speed and efficiency, the Internet has become a virtual community, an online culture arisen from the depths of computerized networking and communication. This paper presents positive and negative aspects of the Internet culture, and the issues surrounding it. The Internet has spawned a new culture with ideas, mores, and modes of communication unique to itself, but it is far from perfect. Only time will tell whether or not the Internet will bring us closer together through communication. Online culture mirrors "real" society; the human beings that make up the Internet behave like human beings, but through a new, "virtual" medium. The Internet culture will continue to evolve, mutate, and change as technology and as society does. The paper discusses characteristics that make up a culture; the anarchistic nature of Internet culture; the Internet culture as it benefits classroom instruction and communication; the language, manners, and mores of Internet culture; navigational difficulties; interaction between new and experienced users; treatment of women; Internet addiction; the effect of Internet use on reading and writing skills; accuracy and quality of materials on the Internet; and commercialization of the Internet. (Contains 26 references.) (Author/SWC)

ED 401 899 IR 056 142

RUBRICS for the Assessment of Information Literacy.
PUB DATE- Jun 96
NOTE- 22p.; Based on the Information Literacy Guidelines for Colorado Students, Teachers and School Library Media Specialists.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Literacy; Cooperative Learning; *Educational Assessment; Guidelines; Independent Study; *Information Literacy; Information Technology; Learner Controlled Instruction; *Library Skills; *Measurement Techniques; Skill Development; *Users (Information)

A rubric is a descriptive measurement for defining what a learner should know and can do. This document was created to define the knowledge and ability of every student in how they: construct meaning from information; create a quality product; learn independently; participate as a group member; and use information and information technologies responsibly and ethically. The rubrics are designed in a matrix, or grid, of

of Akron Summit County Public Libraries: A Survey.
PUB DATE- Apr 96
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Employment Experience; *Job Satisfaction; *Library Personnel; *Public Libraries; *Student Attitudes; *Student Employment; Student Surveys; Work Attitudes
IDENTIFIERS- *Ohio (Akron); *Ohio (Summit County)

This paper presents survey research on the job satisfaction of student library employees in the Akron Summit County (Ohio) Public Library system. Approximately 100 (50% return) student employees were questioned about several dimensions of their employment experience including respondent gender, length of employment, previous job experience, hours worked per week, location of employment, level of school attained, type of work done on the library's automated systems, general duties performed, favored duties, level of satisfaction, and interest in a career in library science. Students appeared to be fairly happy in their positions, though for the most part these positions were not seen as leading to a career in library science. The level of student satisfaction was related to management style and attitude of their immediate supervisors and of the other full time staff with whom they worked. Five figures and tables present response data. The cover letters to supervisors and student assistants and the survey are appended. (Contains 15 references.) (Author/AEF)

ED 401 918 IR 056 193

Marlatt, Thomas R.
An Analysis of the Science and Technology Collections at the Carnegie Public Library, East Liverpool, Ohio.
PUB DATE- May 96
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Data Analysis; Library Catalogs; *Library Collections; Library Materials; Online Catalogs; *Public Libraries; *Sciences; Statistical Analysis; Tables (Data); *Technology
IDENTIFIERS- Dewey Decimal Classification; *Ohio

An analysis of the science and technology collections at Carnegie Public Library of East Liverpool, Ohio was undertaken to obtain more thorough knowledge of these areas of the collection before collection development prioritization was made. The entire shelflist from Dewey classification number 500 through 629 was reviewed using the automated public access catalog, and data sheets were kept to record, for each title, class number, intellectual level (adult, young adult, or children's), whether the title was circulating or part of the reference collection, and a categorization into one of six date ranges for the age of the material. The data was input for analysis by SAS and frequency tables were printed based on the subject areas and the other variables recorded. The data reveals that for the survey sample as a whole, the subject areas of mathematics, physics, chemistry, and botany show noticeably fewer titles, while chemistry has the highest percentage of old materials. The data also provides a comparative overview of the subject areas and material age in relation to the adult, young adult, and children's collections, as well as to the circulating and

ED 401 936 IR 056 211

Howard, Patricia
The History of Cincinnati Bible College Library.
PUB DATE- Nov 95
NOTE- 43p.; Master's Research Paper, Kent State University. Appendix contains photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Biblical Literature; *College Libraries; Higher Education; History; Library Administration; Library Administrators; Library Collections; *Library Development; *Library Facilities; Library Personnel; Library Policy; *Library Role; *Library Services; Religious Education
IDENTIFIERS- *Bible Colleges; *Library History; United States

Very little has been written about Bible college libraries in the United States, even though they have been in existence since the early 1880s. This study presents the history of Cincinnati Bible College Library, tracing its development from its inception in 1928 over the years and showing how it has followed the mission statement of its parent institution. Factors examined include: (1) changes in the college mission and how these are reflected in changes in library services, collection development, policies, and its statement of goals; and (2) the college's accreditation process and resulting changes in goals, staff size, services, and structures. Historical data is gathered from interviews and the college and library archives collection, consisting of college catalogs, newsletters, reports from board meetings, and letters to the presidents. Changes have occurred over the years in the college and library location and structure, student population, library staff, and services, but not in the overriding goals and objectives as dictated by the college and by the Accrediting Association of Bible Colleges. Appendices contain a campus map, photos of the library and library staff, a chart of total volumes from 1975-1986, and a floor plan of the library. (Contains 25 references.) (Author/SWC)

ED 401 937 IR 056 212

Kumar, Suhasini
Content Analysis of Journal Literature in Library and Information Science from June 1994-June 1995.
PUB DATE- 15 Nov 95
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Content Analysis; *Journal Articles; Librarians; Libraries; *Library Research; *Library Science; Research Methodology; Scholarly Journals; Sex Differences; Trend Analysis; Writing for Publication
IDENTIFIERS- Authorship; *Library Journals; *Library Literature

This study analyzes 312 articles in 10 library and information science periodicals published between June 1994 and June 1995. The purpose of the analysis was to collect information relating to subject trends and authorship characteristics. Management, acquisitions, library services, professional concerns, and library history were the most popular subjects and had the greatest number of occurrences. The subjects were regrouped into fewer categories and then information technology, library services, management, and professional concerns were the most popular. Authorship was analyzed with regard to the sex,

and successes of the four programs; lists the roles and responsibilities of the faculty, students, and business and industry; and details key considerations for undertaking student assessment. Finally, the third section presents commendations, recommendations, and questions related to the integration of the NSS into curricula. Contains 12 references. Appendixes include the Virtual Workplace work plan, a questionnaire for participants, faculty responses to the questionnaire, and a model skills point system for student assessment. (TGI)

ED 401 955 JC 960 693

Hilgendorf, Erik
Entering Student Perception Survey.
PUB DATE- Jul 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; Community Colleges; Educational Assessment; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Student Needs; Two Year Colleges; *Two Year College Students

To gather data on student characteristics and attitudes, Missouri's Crowder College undertook surveys of current students in June and July of 1995. Data were compiled from results from an assessment test administered to 110 students in June 1995 and surveys conducted of 190 students at June and July orientations. Study findings included the following: (1) among subgroups of respondents, fully 56% of the males surveyed at orientation disagreed or strongly disagreed with the statement that leisure reading was a favorite past time; (2) most of the students agreed that assigned readings allowed them to acquire exciting new knowledge; (3) approximately 25% of the students indicated that financial responsibilities and family problems had distracted them from their studies and educational goals; (4) the majority of students thought that tutorial, study, or test-taking training would make a significant contribution to their academic achievement; (5) 70% to 98% were resolved to complete their education despite obstacles; and (6) regarding elements in their academic past that they would do differently if they could, up to 66% indicated that they would miss fewer classes, up to 81% would study more, and up to 77% would take examinations more seriously. The survey instrument with tabulated results is appended. (TGI)

ED 401 956 JC 960 694

McIntyre, Charles
Trends of Importance to California Community Colleges.
PUB DATE- Aug 96
NOTE- 22p.; For a 1995 discussion of trends, see ED 394 604; for the "New Basic Agenda, see JC 960 695.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Colleges; Economic Development; Economic Impact; Educational Change; *Educational Policy; *Educational Trends; Education Work Relationship; *Labor Force Development; *Sociocultural Patterns; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Prepared to assist the Board of Governors of the California outcomes from 1991 to 1995 is reviewed, indicating that in 1995, 69.4% of the college's students were White, while 18.5% were Latino, 7.4% were Asian, and 2.6% were Black. This section also presents highlights of a campus climate survey, indicating that 1 in 20 students reported being discriminated against and that students were most likely to experience discrimination from other students. The Student Equity Committee is then described, including its five sub-committees focusing on access, course completion, degree and certificate completion, English as a Second Language and basic skills completion, and transfer. Following a description of the demographic characteristics of the Santa Clarita Community College District, barriers to increasing diversity in the college are discussed, including limited opportunities for students to participate in campus life and limited state support. Finally, the college's goals for student equity are listed as improving student access, improving course and degree completion and transfer, achieving a multicultural perspective, and attaining a hospitable campus climate, and activities for 1996-98 are listed for achieving these goals. (HAA)

ED 401 975 JC 970 011

Information about Student Enrollment, College Staff and the Budget.
PUB DATE- Jun 96
NOTE- 35p.; For the 1995 report, see ED 386 256.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adjunct Faculty; Annual Reports; Associate Degrees; *Budgets; College Faculty; Community Colleges; Educational Finance; *Enrollment; *Enrollment Trends; Expenditures; Full Time Students; *Grades (Scholastic); *Institutional Characteristics; Minority Groups; Part Time Students; *School Demography; Student Characteristics; Teacher Characteristics; Two Year Colleges
IDENTIFIERS- College of the Canyons CA

Consisting primarily of charts and tables, this report provides historical data on student enrollment, college staff, and the budget at California's College of the Canyons, focusing primarily on the period from 1991 to 1995. The first section provides tables on student enrollment, including total headcount; enrollment by full-/part-time status, age, gender, ethnicity, and admission status (i.e., first-time, transfer, returning, etc.); day/evening enrollment; grades awarded; degrees and certificates awarded; and transfer students by receiving institution. The second section describes college personnel, including employees by job classification, growth in full-time equivalent faculty from 1986 to 1995, the college workforce by gender and ethnicity, and new hires by ethnicity from July 1993 to May 1996. The final section provides budget data for 1994-95 and 1995-96, including the total budget, unrestricted general fund revenue, unrestricted general fund expenditures, restricted general fund revenues, and expenditures by activity for 1989-90 to 1994-95. Highlights of the report include: (1) enrollment at the end of fall 1995 was 6,340, up from 6,157 at the end of fall 1994; (2) from fall 1991 to fall 1995, Native American enrollment increased 71.1%, while Latino enrollment increased 46.4%, Asian American enrollment increased 13.3%, African American enrollment increased 8.7%, and White enrollment decreased 12.9%; (3) from fall 1991 to fall 1995 there was a 106.6% increase in the results. Appendixes, which make up the bulk of the reports, include a list of the 16 program objectives, a list of program participants, and a copy of the Prekindergarten Saginaw Objective Referenced Test. (EAJ)

ED 401 994 PS 022 135

Olatunji, P. G.
The Effect of Alien Cultures on Local Traditions.
PUB DATE- Mar 89
NOTE- 33p.; Filmed from best copy available. Paper presented at the INSEA Conference for Africa and the Middle East (Regional Congress) (Cairo, Egypt, January 1-6, 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Cross Cultural Studies; *Cultural Awareness; Cultural Background; Cultural Differences; *Cultural Influences; Cultural Maintenance; Culture Conflict; Culture Contact; Ethnic Groups; Foreign Countries; *Foreign Culture; Intercultural Communication; Material Culture; *Sociocultural Patterns; Traditionalism; Values
IDENTIFIERS- *Cultural Universals; *Cultural Values; Nigeria

There are often many problems, as well as many benefits, in the incorporation of non-local (alien) cultures into an existing cultural framework. This paper explores this process; it consists of five parts, beginning with a detailed definition and discussion of the meaning of culture as seen by psychologists, sociologists, anthropologists, and other specialists. Also addressed is the concept of alien cultures and their effects on local traditions, cultural interaction, and diffusion. The second section focuses on features or patterns of cultural heritage, including the argued universals that: (1) cultural behaviors are acquired; (2) cultural patterns are taught and transmitted generationally; (3) cultures have material and non-material aspects; (4) cultures are uniformly shared by group members; (5) cultural behaviors become a way of life; and (6) cultures are dynamic. The third section consists of a selective review of the development of cultural patterns, focusing on the case study of Nigeria. The fourth section presents an effect of alien culture on local traditions, or cultural diffusion through acculturation. Specific areas of focus include effects of alien cultures on local traditions, and on educational, religious, health, legal, political, and economic institutions. The paper concludes with a section on problems of alien cultures within local traditions, focusing on cultural pollution, confusion, conflict, and dominance. (Contains 12 references.) (SD)

ED 401 995 PS 023 513

Wang, Zuyang; And Others
Minnesota School Superintendents and Universal School Breakfast: Perspectives and Opinions.
PUB DATE- 1 Jun 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Breakfast Programs; Elementary Secondary Education; Mail Surveys; Nutrition; Pilot Projects; State Surveys; Superintendents

ED 402 013 PS 024 692

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.
Mutual Support: Give and Take in Canada's Aging Society = Donnant-Donnant: Soutien Mutuel Dans Une Societe Canadienne Vieillissante.
PUB DATE- Sep 96
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Attitude Change; Change Strategies; Cooperation; *Economic Impact; Foreign Countries; Human Capital; Human Relations; *Intergenerational Programs; Interpersonal Relationship; Midlife Transitions; *Older Adults; *Quality of Life
IDENTIFIERS- Canada; *Population Aging

This issue of the Canadian quarterly "Transition", in French and English language versions, examines issues related to the demographic shift Canada will experience as the baby boom generation enters "old age." Major articles in this issue are: (1) "Of Mutual Benefit," which outlines some of the challenges Canada faces in an aging and changing society, and the kind of information that is needed to take on these challenges; (2) "Boomers Today, Seniors Tomorrow," which looks at how tomorrow's seniors will differ from today's and the implications of these differences; 3) "At the Heart of Social Solidarity," which shows how intergenerational transfers of money, in-kind services, care support, or assistance constitute the very heart of society; (4) "Beyond Apocalyptic Demography," which takes on the population alarmists; (5) "The Grey Interlude," arguing that with planning, Canada can cope and prosper through its aging phase; and (6) "Why I Dislike the Term 'Eldercare'", which criticizes the connotations of the term. Other brief articles and columns discuss the future of the Canada Pension Plan and the associated Quebec Pension Plan, and the final report on the Canadian Aging Research Network. (AA)

ED 402 014 PS 024 693

Fleer, Marilyn, Ed.
Conversations about Teaching and Learning in Early Childhood Settings.
PUB DATE- 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Class Activities; Classroom Research; *Classroom Techniques; Course Content; *Curriculum Development; *Early Childhood Education; *Educational Improvement; Educational Objectives; Foreign Countries; Instructional Materials; Learning Activities; Learning Centers (Classroom); Learning Strategies; Parent School Relationship; Play; *Professional Development; Sex Role; Teaching Methods; Teaching Styles; Values Education
IDENTIFIERS- Australia; Australian Early Childhood Association

Noting that the work of early childhood educators is often complex, variable, and individualized, this booklet brings together a range of teacher stories that describe such work across many settings. A number of challenges for early

EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Curriculum Evaluation; Day Care; *Early Childhood Education; Educational Quality; *Evaluation Criteria; Evaluation Methods; Parent Teacher Cooperation; Personnel Evaluation; Program Evaluation; School Community Relationship; Self Evaluation (Groups); State Standards; Statewide Planning; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Colorado

This set of quality standards for Colorado's early child care and education programs, developed over a 4-year period, is intended to help these programs move toward quality services for all young children. Programs using the standards and checklists will provide feedback to the Colorado Department of Education, and the standards will be updated accordingly. The standards document includes self-evaluation checklists designed to help programs document the state standards they have achieved, the standards they are seeking to meet, and the resources needed to meet the standards in the following areas: (1) interaction among staff and children; (2) curriculum; (3) family-staff partnership (4) staff qualifications and development; (5) administration; (6) staffing patterns; (7) the role and function of the teaching team; (8) physical environment; (9) health and safety; (10) nutrition and food service; and (11) evaluation. The goals and rationale are outlined for each of the 11 areas. Appendices contain Colorado's Comprehensive Training Plan for Early Childhood Care and Education, Professional Standards Development, Early Childhood Career Lattice, Resources, and Definitions. (KDFB)

ED 402 033 PS 024 795

Azer, Sheri L.; And Others
Working Toward Making a Career of It: A Profile of Career Development Initiatives in 1996.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jun 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Career Counseling; *Career Development; *Child Caregivers; *Child Care Occupations; Day Care; *Early Childhood Education; Family Day Care; Financial Support; Mail Surveys; National Surveys; Preschool Education; *Preschool Teachers; *Professional Development; Public Policy
IDENTIFIERS- Caregiver Training; Day Care Licensing; Program Characteristics; Project Head Start

This 1996 national survey tracked state efforts to create comprehensive career development and training systems for practitioners working in early care and education settings. Mail surveys were sent to 250 key informants and leaders nationwide. Part 1, "Introduction," states the goals of the study. Part 2, "Waves of Change," depicts some milestones that have had an impact on the career development movement, including research findings relating program quality to practitioner qualifications and the establishment of programs devoted to professional development. Part 3, "Vision of a Comprehensive Career Development System," provides a rationale letter; field test results summary; and evaluation team letter. Contains 14 references.) (SD)

ED 402 050 PS 024 820

The Impact of War on Child Health in the Countries of the Former Yugoslavia. A Report of a Workshop (Trieste, Italy, March 27-30, 1994).
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; *Child Health; Children; *Child Welfare; Community Health Services; Coping; Disease Control; Emotional Response; Family Health; Foreign Countries; *Health Conditions; *Health Needs; Health Programs; Injuries; Mental Health; Physical Health; *Physicians; Primary Health Care; Violence; *War
IDENTIFIERS- Bosnia and Herzegovina; Croatia; Macedonia; Serbia; Slovenia; Traumas; *Yugoslavia

The wars that began in 1991 in the countries of the former Yugoslavia caused widespread child suffering. This workshop report presents the findings from the Workshop on the Impact of War on Child Health held for doctors from Bosnia-Herzegovina, Croatia, Macedonia, Serbia, and Slovenia. The workshop's goal was to address the common interest in the health and welfare of children by focusing on the state of child health and well-being in these countries which have experienced the political, economic, social, and physical devastation of war. The first section of this summary reports on the workshop study areas. For each country, the following are discussed: (1) epidemiology and getting information on child health in wartime conditions; (2) primary health care; (3) preventive medicine; (4) infant and child mortality; (5) trauma; (6) acute and chronic illnesses; (7) mental health, and; (8) child protection. The second section presents 49 specific findings in general care, epidemiology, primary health care, trauma, acute and chronic illness, mental health, child protection, and professional development. The third section describes the need for a network of health professionals whose aim is to improve the health and welfare of the children affected. Four appendices list advisors to the organizing committee, invited participants, organizational summaries, and the international convention on the rights of the child, including a summary of main provisions. (SD)

ED 402 051 PS 024 821

Smyser, Sheryl O'Sullivan
Early Childhood Education: Professional's Guide.
PUB DATE- 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Classroom Environment; *Classroom Techniques; *Curriculum Design; *Curriculum Development; Curriculum Guides; *Early Childhood Education; Early Reading; Educational Assessment; Evaluation Methods; Family School

multiculturalism in the classroom; (6) a unit plan on affirming cultural diversity; and (7) creating multicultural learning areas in a preschool classroom. Two appendices contain annotated bibliographies of multicultural-related books for adults and children. Contains 107 references. (EV)

ED 402 068 PS 024 840

Helm, Judy Harris, Ed.
The Project Approach Catalog.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Nov 96
NOTE- 90p.; Catalog prepared for "The Project Approach: An Evening of Sharing" presented at the Annual Meeting of the National Association for the Education of Young Children (Dallas, TX, November 22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Active Learning; Cooperative Learning; Creative Development; Discovery Learning; Elementary Education; *Experiential Learning; Group Activities; Instructional Innovation; Learning Activities; Problem Solving; *Student Projects; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard); Reggio Emilia Approach

A project is an extended, in-depth investigation of a topic, ideally one worthy of children's attention and energy. This catalog, prepared for an annual meeting of the National Association for the Education of Young Children, combines articles explaining the project approach in the classroom with summaries of projects displayed at the meeting. It also contains several ERIC/EECE digests relevant to the project approach. The introductory articles cover such topics as the importance of projects, the project approach in action, documenting projects, frequently asked questions about project work, incorporating the project approach into a traditional curriculum, and results of a brainstorming session among teachers beginning project work. Projects presented at the annual meeting include those on water, rocks, houses, building construction, newspaper, and bicycles. The ERIC digests included in the catalog discuss integrating computers in the early childhood classroom, the benefits of mixed-age grouping, encouraging creativity, the contribution of documentation to the quality of early childhood education, problem solving, Reggio Emilia, and resource rooms for children. Information on a projects web site, project approach institutes, other ERIC texts on the project approach, and how to use the ERIC system is also included. (EV)

ED 402 069 PS 024 843

Cycowicz, Yael M.; And Others
Picture Naming by Young Children: Norms for Name Agreement, Familiarity and Visual Complexity.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

(Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Birth Weight; Child Abuse; Child Advocacy; Delinquency; Demography; Dropout Rate; Early Parenthood; High School Graduates; Homicide; Infant Mortality; *Infants; Mortality Rate; One Parent Family; Policy Formation; Sociocultural Patterns; Violence; *Well Being; *Young Children
IDENTIFIERS- Child Advocacy Program; Child Care Needs; Death Records; *Indicators; *Iowa

This 1994 Iowa Kids Count book presents data collected as part of a national program to track trends in child well-being. The purpose of the publication is to provide trend information needed by policy makers and the public to establish results-based policies to improve child well-being. The first part of the book describes the changing status of the Iowa family and the implications of these changes for the well-being of children and for social policy. The second part reveals mixed results in child well-being trends in the areas of: (1) "Infant Mortality"; (2) "Low Birthweight"; (3) "Child Deaths"; (4) "Teen Violent Deaths"; (5) "Births to 16- and 17-Year-Olds"; (6) "Teen Unmarried Births"; (7) "Child Abuse"; (8) "High School Graduation"; and (9) Rural, Small Urban and Metropolitan County Comparisons." The report stresses the need for social policy that is responsive to changing social structure. (AMC)

ED 402 087 PS 024 865

Haven, Terry; Dykstra, De Vee
South Dakota Kids Count Factbook: State and County Profiles of Child Well-Being, 1993.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Jan 94
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; American Indians; Births to Single Women; Birth Weight; Child Advocacy; Child Custody; Delinquency; Demography; Dropout Rate; Early Parenthood; Homicide; Infant Mortality; *Infants; Mortality Rate; One Parent Family; Poverty; Statistics; Violence; *Well Being; *Young Children
IDENTIFIERS- Child Advocacy Program; Child Care Needs; Death Records; *South Dakota

This Kids Count factbook reports findings of a 1993 state project conducted as part of a national program designed to promote accountability of children through a nationwide profile of their condition. The data are used to encourage the private and public sectors to target specific problems and groups of children for programming and fund raising efforts. Following an overview, the factbook presents four special reports on: Youth-at Risk Education Trust Fund; Youth Risk Behavior Survey, 1992; Child Death and Injuries on South Dakota Roads; and Native American Demographics. The bulk of the document contains state and county data tables with the following categories: (1) population; (2) vital statistics, including infant mortality, child death rates, teen violent death rates, and teen out-of-wedlock births; (3) family profiles; and (4) poverty and education statistics. (AMC)

ED 402 088 PS 024 866

Haven, Terry; Dykstra, De Vee

questions designed to elicit the same information were presented in two formats: an open-ended approach and specific closed-questions approach. Responses were then compared for completeness and accuracy. Following the training program, home visitors were encouraged to implement the procedure they found most comfortable. Results indicated that use of the conversational approach produced more accurate and useful information, mostly due to fact that the information comes directly from the parents rather than from home visitors' interpretations of limited information obtained using the direct-question format. (AA)

ED 402 105 PS 024 896

Shokraii, Nina H.
The Self-Esteem Fraud: Why Feel-Good Education Does Not Lead to Academic Success. CEO Policy Brief.
PUB DATE- Nov 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Failure; Blacks; *Compensatory Education; *Educational Theories; Elementary Secondary Education; High Risk Students; School Effectiveness; *Self Esteem; *Student Needs; Teacher Attitudes

Which comes first: achievement or self-esteem? This question is at the heart of an important educational controversy. Traditionally, public schools thought that students' satisfaction followed on the heels of academic success. In other words, children who performed well in class consequently felt good about themselves. But more recent educational theories have reversed this logic. They say that students must secure high self-esteem before they can hope to achieve. For all of its current popularity, however, self-esteem theory threatens to deny children the tools they need to experience true success in school and as adults. Much research provides empirical proof that achievement precedes self-esteem, and that there is almost no link between low self-esteem and any number of social pathologies, including poor school performance, drug abuse, and teenage pregnancy. Black children are common targets of self-esteem theory, but they are also some of the most vulnerable, because many of them desperately require the same basic academic skills that self-esteem theory subordinates to a "feel-good" classroom experience. Schools must abandon the pursuit of empty self-esteem and return to traditional academic preparation. (Contains 34 references.) (Author/EV)

ED 402 106 PS 024 914

Trencher, Barbara R.
Child's Play: An Activities and Materials Handbook.
PUB DATE- 91
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Art Activities; *Class Activities; Classroom Design; Cooking Instruction; *Creative Activities; Discovery Learning; Experiential Learning; Humanistic Education; Instructional Materials; Language Arts; *Learning Activities; Learning Centers (Classroom); Music Activities;

Education; *Rural Schools; School Community Relationship; Small Towns; State School District Relationship; Statewide Planning
IDENTIFIERS- *Kansas

This report summarizes a study examining the current conditions and unique nature of rural schools in Kansas. The purpose of the study was to identify problems that could be addressed through educational policy and state legislation. A literature review reports on the distinctive nature of rural life, factors leading up to school consolidation, the effectiveness of small schools, the strong relationship between rural economic development and school success, the problems associated with recruiting and retaining rural teachers, and the best teaching methods and latest technology for delivering quality instruction. The study also compared the populations of small towns in Kansas that retained or closed their high schools during district consolidations of the 1960s; reviewed demographic studies projecting the number of students living in rural Kansas in the 21st century; and interviewed 21 key educators, policymakers, and rural education and development specialists. Recommended policies include: (1) creating a statewide technology plan that provides designs, advice, and loans or grants for districts to purchase and maintain interactive television transmissions and computer networks; (2) equalizing capital outlay purchases based on a district's ability to pay; (3) creating a Kansas Office of Rural Education to assist rural districts in promoting the heritage, culture, and distinctiveness of rural life; and (4) increasing school participation in rural development initiatives. Contains 30 references. (LP)

ED 402 124 RC 020 786

Porter, Maureen K.
Moving Mountains: Reform, Resistance and Resiliency in an Appalachian Kentucky High School.
PUB DATE- Oct 96
NOTE- 20p.; Paper presented at the Annual Convention of the National Rural Education Association (San Antonio, TX, October 10-15, 1996). Dissertation summary.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Attitudes; *Community Control; Community Relations; *Educational Change; Ethnography; High Schools; *Participative Decision Making; *Resistance to Change; *Rural Schools; *School Community Relationship; School District Autonomy; State School District Relationship
IDENTIFIERS- Appalachia; Kentucky (Southeast); *Kentucky Education Reform Act 1990; Sense of Place

This dissertation, which won the Dissertation of the Year Award, examines how stakeholders in an Appalachian Kentucky high school addressed educational problems that they had targeted for reform. Set against the backdrop of the Kentucky Education Reform Act (KERA), this ethnographic study describes the challenges of effectively coupling top-down state mandates with bottom-up advocacy and engagement. Prominent in the local response to KERA was resistance to state-mandated policies. Resistance fueled state threats of punitive action to encourage compliance with standardized goals, but paradoxically, these threats engendered greater resiliency among stakeholders to make the high school reflect local priorities and ways of working together. Drawing on over a year of participant observation at "Central High School" and extensive interviews education; part two focuses on the perspectives on teaching multicultural education. The chapters are: Chapter 1, "The Intersection of Cultures"; Chapter 2, "The Multicultural Education Debate"; Chapter 3, "Cultural Frames of Reference: Monoculturalism, Biculturalism, and Ethnic Identity"; Chapter 4, "Cultural Frames of Reference: History, Gender, and Social Class"; Chapter 5, "The Intersection of School Culture with Dominated and Immigrant Cultures"; Chapter 6, "Teaching About Racism"; Chapter 7, "Teaching About Sexism"; Chapter 8, "Teaching and Language Diversity"; Chapter 9, "Teaching Ethnocentrism"; and Chapter 10, "Conclusion: Cultural Tolerance, Social Empowerment, and the Intersection of Cultures in the Global Workforce and Classroom." Contains references in chapter notes and an index. (SV)

ED 402 143 RC 020 848

Vissing, Yvonne M.
Out of Sight, Out of Mind: Homeless Children and Families in Small-Town America.
PUB DATE- 96
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Children; Child Welfare; Community Action; Demography; Elementary Secondary Education; Family Health; *Family Problems; High Risk Students; *Homeless People; Housing Deficiencies; Human Services; *Poverty; Rural Areas; *Rural Family; Rural Youth; *Small Towns; Social Problems; Transient Children; Unemployment
IDENTIFIERS- New Hampshire; Resilience (Personality); Working Poor

Homelessness in small towns and rural areas is on the rise, and a substantial portion of the rural homeless consists of families with children. This book draws on interviews and case studies of over 300 homeless children and their families, primarily in New Hampshire, and on supporting statistics to provide individual and sociological perspectives on homelessness. Chapter 1 discusses problems in identifying homeless children and families in rural areas; the inadequacy of the term "homeless" for describing the rural experience; estimates of the extent of the problem; and the particular risks of homelessness for young families, single mothers, "independent" teenagers, and teens who grow up in foster care. Chapter 2 examines how personal and marital problems combined with economic and social forces beyond the family's control can push a family into homelessness. Chapters 3 and 4 describe the impact of homelessness on physical and mental health. Chapter 5 discusses educational implications of homelessness: denial of education to transient students, learning difficulties that result from lack of a place to sleep or study, the need for schools to provide extra help, and the determination and resilience of some homeless children who recognize school as their only lifeline. Chapters 6-8 examine the roots of homelessness in public policy, economic change, lack of affordable rural housing, and inadequate human services in rural areas. Chapter 9-11 provide a framework for understanding rural homelessness and discuss ways to promote community action. Appendices include a student essay, "My Wild Gypsy Life" (Yanali LaHaine), and a summary outline of the causes of rural family homelessness. Contains over 400 references, an index, and photographs. (SV) section which includes grade level, lesson focus, materials, teaching time, and vocabulary. Most lessons are interdisciplinary and include extension activities and ideas for individual and group action for environmental causes. Topics covered in the lessons include litter control, waste disposal, recycling, water pollution, and conservation of energy. (DDR)

ED 402 165 SE 059 214

Knight, Michael; Graham, Terry
Science Activities Pre-K-3: The Leaves are Falling in Rainbows.
PUB DATE- 97
NOTE- 188p.; Revised and retitled 1997. Formerly: "The Leaves Are Falling in Rainbows," 1984.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Early Childhood Education; Electricity; Light; Magnets; Plants (Botany); *Science Activities; Science Process Skills; *Scientific Concepts; *Scientific Methodology; Water

Opportunities to learn and discover surround a young child every day. The activities and ideas within this book have been formulated to encourage a child's natural curiosity and sense of wonder and to engage all the child's senses in learning and discovery. The activities focus on the child as a natural explorer and involve children in identifying problems, observing discrepancies, drawing inferences, generating hypotheses, interpreting results, and drawing conclusions. Topics include Water, Air, Plants and Growth, Light, Shadows, Magnets, Sound, Changes, and Electricity. Appendices contain teacher aids and resources. (JRH)

ED 402 166 SE 059 231

Koopmann, Richard W., Ed.
Interpretive Sourcebook, 1996. A Sense of Place, A Sense of Space: Interpretation under the Big Sky. Proceedings of the National Interpreters Workshop (Billings, Montana, October 22-26, 1996).
PUB DATE- 96
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; Animals; Art; Blacks; Elementary Secondary Education; *Environmental Education; Higher Education; *Interpreters; Natural Resources; Nature Centers; Partnerships in Education; Program Development
IDENTIFIERS- *Interpretation (Environmental)

This sourcebook is a compilation of presentations from the National Interpreters Workshop held in Billings, Montana, in 1996. In this book, interpreters share stories of American battlefields, driving tours, wetlands, clovis points, floating classrooms, perfect signs, art collaboration, and wild animals in interpretive programming. Sections include African-American Experience; Council for American Indian Interpretation; Environmental Education; Nature Center Directors/Administrators; Program Management/Administration/Planning/Partnerships; Resource Interpretation and Heritage Tourism; Visual Communication; Zoos, Wildlife Parks, and Aquaria; Accessibility; Cross-practices. Data collection instruments included tests in mathematics and science and questionnaires completed by schools, teachers, and pupils. This report summarizes the TIMSS results for secondary 1 and secondary 2 pupils (mostly 13-year-olds) in Scotland. Results are reported in two sections: mathematics and science. Each section includes performance, examples of test items, and Scottish features and international comparisons. Conclusions drawn include: Scotland's performance relative to the other TIMSS countries was poor, especially in mathematics; of the Pacific rim countries Singapore, Korea, Japan, and Hong Kong did very well in mathematics, but the performance of Thailand was poorer; the gain in performance between secondary 1 and secondary 2 was quite large in Scotland in both mathematics and science, and Scottish pupils' performance was better on certain aspects of mathematics and science; in almost all countries boys did better than girls in science and the difference was significant; pupils experienced more mathematics teaching on average in Scotland but less than average in science; and more pupils were absent on a typical day in Scotland than in any other country. (JRH)

ED 402 189   SE 059 473

Lindsay, Margaret
Teaching Chemical Bonding: A Resource Book for Senior Chemistry.
PUB DATE- 95
NOTE- 51p.; Book accompanied by a cassette tape of songs not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemical Bonding; Chemistry; *Educational Strategies; Foreign Countries; Lesson Plans; Music; Secondary Education; *Short Stories; Teaching Methods

This document presents an instructional strategy for teaching chemical bonding using parables and music. Games, student interactions, and worksheets are included in the lesson plans. Topics include metallic bonding, covalent bonding including molecular and network structure, and ionic bonding. (JRH)

ED 402 190   SE 059 474

Johnson, Jean M.
Western Europe Leads the United States and Asia in Science and Engineering Ph.D. Degree Production.
PUB DATE- 27 Nov 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Degrees (Academic); *Educational Resources; Engineering; Financial Support; Foreign Countries; *Higher Education; *Research and Development; Sciences
IDENTIFIERS- Asia; *Europe; United States

During the past decade, several European countries invested heavily in research and development (R&D), including building world-class laboratories and other facilities and expanding higher education in science and engineering. This document summarizes the report, Human Resources for Science and Technology: The European Region, that presents data on the rapid growth of academic degrees and R&D financial support. The data in this brief indicate that a high concentration of the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Law; Civil Liberties; Criminal Law; Discipline Policy; *Due Process; Elementary Secondary Education; Freedom of Speech; In Loco Parentis; Law Related Education; Public Schools; School Administration; School Law; *School Responsibility; *School Security; *Search and Seizure; *Student Rights; *Student School Relationship
IDENTIFIERS- Bill of Rights; First Amendment; Fourteenth Amendment; *Fourth Amendment; United States Constitution

Focusing on current United States Supreme Court decisions affecting the searching of students in school, this report also briefly examines the evolution of the right to education and student freedom of speech. Regarding search and seizure, since 1985 the Court has maintained that school officials are not exempt from the restrictions of the Fourth Amendment. While the Court argued that students have a right to expect privacy in the school, it also recognized that school officials have the responsibility to insure a safe school environment. School officials do not need to have a search warrant prior to searching a student, but may conduct a search on the basis of reasonable suspicion. This is a lower standard than probable cause, necessary for police searches. Confusion arises when school searches may result in not only school punishment, but also criminal prosecution. When school officials believe criminal proceedings may follow a planned search, the higher standard of probable cause must be applied. An appendix containing tips on conducting a search is included. (Contains 14 references.) (LH)

ED 402 211 SO 025 137

Building Bridges to the Law.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Citizen Role; *Citizenship Education; Civics; Elementary Secondary Education; Higher Education; *Law Related Education
IDENTIFIERS- *American Bar Association

This brochure describes the varied programs of the American Bar Association's Public Education Division. The Division offers communities throughout the country Law-Related Education (LRE) and civic education programs for all age groups. The brochure describes how the Public Education Division can provide people with information about the law, helping them develop the skills, attitudes, and values needed to be responsible and participating citizens. Included are descriptions of the materials in the National Resource Center and the activities and publications of the Special Committee on Youth Education for Citizenship (for elementary and secondary LRE), the Commission on College and University Legal Studies, and the Commission on Public Understanding about the Law (for adult LRE). (LH)

ED 402 212 SO 025 138

E Pluribus Unum. Out of Many, One.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Law Related Education; *Magnet Schools; Social Studies
IDENTIFIERS- American Bar Association

Explaining that interest in law magnet programs has grown substantially in the 1990s, this bulletin analyzes these programs on the basis of information provided by 24 mostly urban magnet schools. The schools in the sample represent the spectrum of law magnet program sizes, organizational structures, and settings. The report defines a law magnet program within the broader context of law-related education (LRE). In law magnet programs, developing an understanding of the law and exploring careers in the legal professions permeate the formal and informal curriculum. Their primary purpose is to prepare students for citizenship, although many students choose magnet schools because they are interested in pursuing careers in law-related professions. The report presents profiles of law magnet schools and the racial and ethnic diversity of the students attending them, sources of funding, course offerings, and community support for the programs. Taking the position that these programs have been successful, the report encourages the establishment of new law magnet programs and provides information on getting programs started, including teacher training and networking information. The report also provides a case study of a program established by a community and another about a program initiated by court order. (LH)

ED 402 235 SO 026 224

Monroe, Paula Ann
Left-Brain Finance for Right-Brain People: A Money Guide for the Creatively Inclined.
PUB DATE- 96
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Economics; *Estate Planning; *Insurance; *Investment; Mathematics Instruction
IDENTIFIERS- *Personal Finance

This basic money book takes a creative approach for visual learners by using icons, varied fonts, and highlighted text. The book's design will appeal to holistic thinkers by allowing them to jump from point to point without losing overall meaning. It is divided into five sections, each with a subset of related topics: (1) "The Big Picture" looks at financial goals, attitudes, financial inventory, and some basic money rules; (2) "How Money Disappears" discusses consumer debt, inflation, and personal income taxes; (3) "How Money Grows" explains the workings of savings accounts, investments, and home ownership; (4) "Protection" delves into the ins and outs of seemingly every type of insurance policy available; and (5) "Planning and Priorities" provides tips and details on establishing financial priorities, a planning structure, estate planning, and long-range funding goals. A concluding appendix contains information about the Federal Reserve System, tax brackets, community property states, social security benefits, and the definition of disabilities. Includes endnotes and a property, to earn a living and form associations, to operate a business, to invest one's earnings, to trade internationally, and to participate in the market economy. Traditionally, when it comes to the economy mainly abstract theoretical concepts (flow of money, goods, and services, supply and demand) are taught. Often lacking theoretical inclinations, students understand economic concerns better in terms of how to get jobs or how to borrow enough money to buy vehicles or other things they need. Wage and property concerns such as these can be used by teachers to educate students about the economic dimension of citizenship--the choices and limitations each individual has for participating in economic life as an individual and through trade unions, cooperatives, corporations, and other voluntary associations. Specific learning activities and classroom techniques for enhancing economic citizenship education are proposed in the following sections of the paper: "The Individual and the Market Economy"; "Economic Rights and Economic Freedom"; "The Conditions Required for Citizens to Exercise their Economic Rights"; and "Evaluating Economic Freedom." (CB)

ED 402 257 SO 027 198

Catlaks, Guntars
Political Culture in Latvian Schools: Preparation for Democratic Citizenship.
PUB DATE- 96
NOTE- 12p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington DC, October 6-11, 1196).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Citizenship Education; *Civics; Cultural Influences; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; *Political Attitudes; *Politics of Education; School Community Relationship; Teacher Student Relationship
IDENTIFIERS- *Latvia

Latvia, formerly a Soviet state, has been attempting to create an independent democratic country since the late 1980s. This paper describes the history of Latvia's political culture in relation to the country's democratization, particularly in its schools over the last decade. Although many Latvian institutions have been slow to change, visible democratic developments have taken place in the classroom between teachers and students. The change has come mainly as an expansion in teachers' and students' freedom to make their own decisions. Prescriptions for Latvian teachers to continue the growth of their students' democratic citizenship include introducing new democracy education subject materials, teaching methods, and hands-on teacher training beginning with the primary level for teachers of all disciplines. (CB)

ED 402 258 SO 027 210

Sayer, John, Ed.; And Others
Developing Schools for Democracy in Europe: An Example of Trans-European Co-operation in Education. Oxford Studies in Comparative Education Series, Volume 5(1).
PUB DATE- 95
NOTE- 224p.
LANGUAGE- English

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Elementary Secondary Education; Faculty Development; *Helping Relationship; Higher Education; *Mentors; Partnerships in Education; Public Schools; School Districts; Teacher Education Programs; Teaching Experience
IDENTIFIERS- University of Wisconsin Whitewater; Wisconsin

This paper looks at six mentoring programs in Wisconsin for beginning teachers. Four of the programs (Beloit, Kenosha, Plattesville, and West Allis-West Milwaukee) are district programs in which teachers assume mentoring responsibilities in addition to teaching. In the Milwaukee School District program, veteran teachers serve as full-time mentors, and the University of Wisconsin-Whitewater program is offered as a service to area school districts and mentors in the program to take on mentoring as an additional responsibility. The programs are described, including staffing, course content, selection process and criteria, participation requirements, incentives, training and support, and mentoring activities. Although the programs are different one from the other and present various advantages and disadvantages, each manifests a clear commitment to easing the transition of beginning teachers from prospective teacher to professional teacher. Contact information for each program is provided. (Contains 22 references.) (ND)

ED 402 279 SP 037 024

O'Reilly, Robert
The Context for Change in Teacher Education in Alberta.
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Conference on Self-Study in Teacher Education: Empowering Our Future (East Sussex, England, United Kingdom, August 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; *Teacher Education Programs; *Teacher Qualifications; *Teaching Models
IDENTIFIERS- *Alberta

From 1965 until the late 1980s, the education faculty in Alberta offered the same diverse set of programs to its students without substantial change in either form or content. By 1990, there were 13 B. Ed. programs with 9 majors and 10 minor programs at both the elementary and secondary levels, post graduate diplomas in 32 fields, plus M.Ed., M.A., M.S., and Ph.D. programs, with D.Ed. programs added in 1994. Because of budget cuts, student to faculty ratio went from 16:1 to 30:1 and may soon increase to 40:1. A 1993 report published by the Alberta Teachers Association concluded that Alberta's universities were not providing teachers with the professional status and backgrounds to survive in the schools which now exist. The academic model in place for university-based teacher education programs looked to the academy and the structure of disciplines to construct the ideal teacher education program. This paper suggests a professional model in which the rationale for creating and delivering courses is based on the nature of teaching in schools rather than the structure of academic disciplines. The characteristics of the model are described as to promote physical activities that can be enjoyed throughout life. A major conclusion of this report, though, is that daily enrollment in physical education classes has declined among high school students from 42 percent to 25 percent in 1995. Chapter 1 introduces and summarizes the report and presents the conclusions from each chapter. Chapter 2 offers a historical perspective, outlining the history of belief and knowledge about physical activity and health; then it reviews the evolution and content of physical activity recommendations. Chapter 3 describes the physiological responses to physical activity--both the immediate effects of a single episode of activity and long-term adaptations to a regular pattern of activity. Chapter 4 presents the evidence that physical activity reduces the risk of cardiovascular and other diseases. Data on patterns and trends of physical activity in the U.S. population are the focus of chapter 5. Lastly, chapter 6 examines efforts to increase physical activity and reviews ideas currently being proposed for policy and environmental initiatives. Each chapter contains references. (ND)

ED 402 300 SP 037 062

Intercollegiate Athletics: Status of Efforts To Promote Gender Equity. Report to the Honorable Cardiss Collins, House of Representatives.
PUB DATE- Oct 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletics; *College Athletics; Educational Opportunities; *Equal Facilities; Higher Education; *Intercollegiate Cooperation; Physical Education; Recreational Activities; *Sex Discrimination; *Womens Athletics; Womens Education
IDENTIFIERS- *Gender Issues; *Title IX Education Amendments 1972

Prepared as a report to Representative Cardiss Collins as part of an ongoing review of the implementation of Title IX of the Education Amendments of 1972, this document examines the current status of gender equity in intercollegiate athletics. Agencies with oversight responsibility for public higher education in each of the 50 states and the District of Columbia were queried. In addition, eight studies of gender equity in intercollegiate athletics were reviewed. Survey results revealed that 22 states had laws or other requirements specifically addressing gender equity in intercollegiate athletics, and 13 of the 22 states reported having full- or part-time staff responsible for gender equity issues. The eight studies showed that women's athletics programs have made slight advances since 1992 as measured by the number of sports available to women students, the number of females participating in athletics, and the percentage of scholarship expenditures for women's sports. The studies also show, however, that women's programs remain behind men's programs as measured by the percentage of female head coaches, comparable salaries for coaches, and ratio of student athletes to undergraduate enrollment. Five appendices to the document cover: (1) the scope and methodology of the study; (2) summary of survey responses; (3) summary of the eight studies; (4) organizations contacted for this report; and (5) comments from the Department of Education. Data tables are included. (Contains 16 references.) (ND)

ED 402 301 SP 037 063

reflect and shape current policy agendas, and which will address the needs of college-bound high school graduates, workers needing retraining or upgrading of skills, unemployed and underemployed workers, and employers. In separate sections the report covers topics such as: the role of postsecondary education as a factor in workforce development; broadening the school-to-work framework; building a collaborative system of education and training; capitalizing on the distinct roles of learning providers; improving learner productivity; helping learners make informed choices; connecting learning and work, and defining skills needed by new employees; and supporting teachers and faculty. In a final section the report defines an agenda for state higher education boards that includes high school feedback and admissions, articulation with and transfer to postsecondary education, follow-up of program completers and better employer feedback, integration of classroom-based and work-based learning, and effective coordination and planning. The names of participants and institutional leaders at two 1996 conferences on this topic in Racine, Wisconsin, and Denver, Colorado, are appended to the report. (Contains 11 references.) (CH)

ED 401 846 HE 029 697

The Financial Position of Ontario Universities.
PUB DATE- Oct 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Data Analysis; Economic Change; *Economic Impact; Educational Economics; Educational Finance; Educational Quality; Federal Aid; *Financial Exigency; Financial Policy; Financial Problems; *Financial Support; Fiscal Capacity; Foreign Countries; Government Role; Higher Education; Institutional Role; *Institutional Survival; Public Support; Resource Allocation; Retrenchment; School Effectiveness; State Federal Aid; *Student Financial Aid; *Trend Analysis; Universities
IDENTIFIERS- Canada; *Ontario

This report documents the impact upon Ontario (Canada) universities of a continuous decline in university funding over the past two decades, coupled with major cutbacks in the past year, that have reduced provincial government grants, partially deregulated university tuition fees, and reorganized student aid initiatives. In text and 23 figures the impact of these changes upon Ontario Universities in general are examined and compared with interprovincial resources and university funding in the United States. In another section text and data tables show how the reductions in government funding impact upon the economy of the entire province. The report concludes that Ontario has one of the most poorly funded university systems in all of North America, and that the cutbacks have seriously threatened both research and the quality of student academic experience. A separate section of 40 tables supplies further data for each of the text components, and an appendix contains an update of the Ontario University Non-Salary Price Index. (CH)

ED 401 847 HE 029 698

Bauer, Leisha Conners; And Others
The University of Colorado: Performance Indicators Report.
PUB DATE- 96

ED 401 865   HE 029 793

Chambers, Jack A., Ed.
Selected Papers from the National Conference on College Teaching and Learning (5th, Jacksonville, Florida, April 6-9, 1994).
PUB DATE- 94
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advance Organizers; Classroom Research; *Classroom Techniques; *College Instruction; Computer Assisted Instruction; Computer Literacy; Distance Education; Educational Change; Educational Innovation; Educational Trends; Global Approach; Higher Education; Independent Study; Interactive Television; Internet; Methods Research; Open Education; Professional Development; *Research and Development; Science Curriculum; Student Motivation; Teacher Centers; *Teacher Education; Teacher Workshops; Teaching Methods; *Technological Advancement; Technology Transfer; Theory Practice Relationship

This collection of 18 papers covers four broad areas of teaching and learning in higher education: innovative college teaching/learning strategies; effective classroom research/assessment activities; advanced classroom technology; and developing teaching and learning centers. Papers also address the question of how the college classroom is changing and with what degree of success. Titles include: (1) "Implementing Technology in the Higher Education Classroom: Using Self-Directed Learning and Learning Contracts" (Sharon J. Confessore and Shauna C. Grovell); (2) "Teacher Immediacy Behaviors and Student Motivation in the Distance Learning Environment" (James Cunningham and Mary McLemore); (3) "Four Teaching Roles: Enriching Great Teachers" (J'Anne Ellsworth); (4) "Changing the Instructional Environment to Enhance Learning" (Sandra L. Gilchrist); (5) "Mathematical Biology--A Course Using Computer-Aided Instruction" (Thomas J. Herbert); (6) "Teaching an Introductory Programming Course Using Advance Organizers as Learning Aids" (Larry M. Holt); (7) "Enhancing Learning Through Team Work in Information Processing" (Shirley A. Hudson); (8) "Designing Multi-Site Interactive Video Seminars: Experimental Instructional Models Demonstrated" (Otolorin Jones and David L. Elliott); (9) "Teaching Faculty How to Hunt the Internet Treasures" (Kimball B. Kendall and Judith A. Rice); (10) "Going On-Line: Computerized Courses for Distant Learners" (Kathleen King); (11) "Teaching Non-Science Students Computer Science and Technology: Is This Is Old News, Why Aren't We Doing Something About It?" (P.A. Kuntz, et al.); (12) "Reality: Learning Through Community Based Projects" (Leslie H. Lightbourne and Frank M. Bosworth); (13) "Integrating the Electronic Desktop into the Science Curriculum" (Gary A. Novak and Robert A. Desharnais); (14) "A Teaching Scholars Program to Develop Problem-Solving Molecular Biology Experiments" (Herbert B. Posner and Thomas P. O'Brien); (15) "Classroom Mapping: A Reflective Tool for Thinking About Classroom Technology" (Landra L. Rezabek and Deborah M. Floyd); (16) "Assessment on the Move" (Nick Rushby); (17) "Teaching to Enhance Creativity--Basic Concepts" (Dorothy A. Sisk); (18) "The Global Connection Classroom Project" (David E. Smith and Steven L. Yamshon). (Most papers contain references.) (CH)

ED 401 866   HE 029 794

Chambers, Jack A., Ed.

Technology in the Elementary Curriculum.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; *Computer Uses in Education; *Curriculum Development; Educational Philosophy; *Educational Technology; Elementary Education; Learning Experience; *Learning Motivation; Problem Solving; Retention (Psychology); Student Interests; Student Motivation
IDENTIFIERS- *Technology Integration

Technology is used in all facets of society, and elementary schools should not lag behind in preparing the elementary school pupil of today for tomorrow's technology-infused workplace. Technology should capture student interests and learning activities should be fascinating and should engage student interaction. Technology may also assist learners to perceive purpose in learning and help students to attach meaning to ongoing study. Computer programs should encourage students to perceive knowledge as being related, not in isolated bits. The use of technology such as videotapes and software programs can help students relate knowledge inductively and thus retain content for a longer duration of time. Educational technology can help encourage acceptance of cultural diversity and it can guide students in developing wholesome attitudes toward learning. There are selected philosophies that teachers need to understand and use in their instructional environments. One such philosophy is experiementalism, in which change is a key concept. With change, new problems that require solving arise. There are numerous computer programs that are excellent for students to use to develop problem solving skills. There are also programs which support an idealist philosophy, which states that we receive ideas only, not experiences. An educational philosophy focusing on existentialism would stress student feelings about the instructional material and encourage student decision making. Realists are strong advocates of individuals knowing in whole or in part what the real world is like; their model comes from the world of science and mathematics. Teachers need to be leaders in curriculum development and school administrators also perceive the necessity of implementing technology in the classroom. Goals, plans, and budgets should be developed to use technology to its fullest. (Contains 12 references.) (AEF)

ED 401 883 IR 018 178

Bair, Miles
A Multidimensional Theoretical Analysis of the Impact of Information Technology on Higher Education.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual National Conference on Liberal Arts and the Education of Artists (10th, New York, NY, October 16-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Communication Problems; Communications; Computer Attitudes; Computer Literacy; Computer Networks; *Computer Uses in Education; Distance Education; Educational Cooperation; Educational Technology; *Higher Education; Information Networks; *Information Technology;

benchmarks which define the information literate student. The far left column contains the Target Indicators, or the individual components of each of the five information literacy guidelines. Each target indicator is followed by four qualities, or key behavior skills, to be measured. These are written in student language and are labeled "In Progress," "Essential," "Proficient," and "Advanced." The first page provides an overview for all five guidelines; pages 2-8 address specific benchmarks. The final page is a checklist of information literacy guidelines for students and teachers which may be used in the assessment process. These guidelines describe students as: knowledge seekers; quality producers; self-directed learners; group contributors; and responsible information users. The ideal application and use of these assessments is in a collaborative curriculum involving the student, teacher, media specialist, and other stakeholders in the school environment. They are applicable to all grades and content areas. (Author/AEF)

ED 401 900   IR 056 143

Bertot, John Carlo; McClure, Charles R.
Sailor: Maryland's Online Public Information Network. Sailor Network Assessment Final Report: Findings and Future Sailor Network Development.
PUB DATE- 1 Sep 96
NOTE- 116p.; For companion report containing detailed data collection and study findings, "Sailor Network Assessment Final Report Compendium," see IR 056 144.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community; Computer Mediated Communication; *Computer Networks; Futures (of Society); Information Networks; *Internet; Measurement; Online Systems; Program Evaluation; *Public Libraries; State Government; *State Programs; User Needs (Information); Use Studies
IDENTIFIERS- Maryland; *Sailor Online Public Information Network MD

This report describes the results of an assessment of Sailor, Maryland's Online Public Information Network, which provides statewide Internet connection to 100% of Maryland public libraries. The concept of a "statewide networked environment" includes information services, products, hardware and software, telecommunications infrastructure, and resources that users and providers of the statewide network receive via the network. The statewide networked environment comprises both state networks and locally developed information services, and serves as a gateway to national and international information services. The purpose of the assessment was to: (1) evaluate the value of the Sailor network to such target communities as the public library, K-12, business, minority, and state and local government communities; (2) recommend refinements and modifications to the Sailor network to meet the needs of the target communities; (3) measure the nature and extent of target community use of the Sailor network; and (4) create measurement devices that the Division of Library Development and Services (DLDS) can use in the future to assess the Sailor network. This report details key findings, future Sailor development models, and provides recommendations. Appendices include: Seymour Plan Vision Statement; Sailor Network Funding Expenditures Summary and Governance Board Membership; The Piper Letter: Making Sense of Web Usage Statistics; and Sailor Operations Center Fiscal Year 1996 Annual Report. (Contains 12 references.) (SWC) reference collections. The conclusion is that although none of the data can be interpreted as absolute values for the strengths and weaknesses of the science and technology collections, the study provides a basis for determining key areas for improvement, as well as a foundation for conducting further qualitative assessment. Ten tables show percentages and distribution of titles. The sample data collection form is appended. (Contains 21 references.) (Author)

ED 401 919 IR 056 194

Deputy, Michele M.
A Study of Librarians' Attitudes Toward the Reference Interview.
PUB DATE- Dec 95
NOTE- 42p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Behavior; Higher Education; *Interviews; Job Skills; *Job Training; *Librarian Attitudes; Public Libraries; Reference Services
IDENTIFIERS- Kent State University OH; *Librarian Evaluation; Ohio (Medina); *Reference Interviews

The reference interview is a critical function of reference work; what a librarian says and does can either build a relationship of trust and satisfaction with patrons, or serve to distance them from librarians. This pilot study examined the attitudes of academic and public librarians toward the reference interview. Librarians from Kent State University Libraries (Ohio) and the Medina County District Libraries (Ohio) were surveyed to determine the type of training that librarians had received regarding the reference interview, and their attitudes about behaviors determined useful in conducting the reference interview. The results of the survey showed that the librarians felt they had received formal training in conducting the reference interview, and that most of the training was given by their employer. Almost all librarians surveyed felt that the skills needed in order to successfully conduct a reference interview are something that can be taught. When asked to rank a list of behaviors determined to be useful when conducting the reference interview, smiling was most frequently cited as the most important behavior. Asking open questions was considered to be the most important behavior in terms of level of importance. A discussion of the techniques necessary to successfully conduct a reference interview is also included. Fourteen tables show distribution of responses and ranking of important behaviors. The reference interview cover letter and survey are appended. (Contains 19 references.) (Author/AEF)

ED 401 920 IR 056 195

Nablo, Judy
Ohio Public Library Services to Older Adults.
PUB DATE- Dec 95
NOTE- 46p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bookmobiles; Group Activities; Large Type Materials; *Library Extension; *Library Services; Library Surveys; *Older Adults; *Public Libraries; Tables (Data); User Needs (Information); Volunteers

occupation, and institutional affiliation of the author. Male authors wrote 184 (60.5%) of the articles and females wrote 120 (39.5%), a significant increase in the number of male authors. Occupations of the authors were cross tabulated by gender to reveal that 58% of the library directors and deans who publish are male. The number of reference librarians who publish showed a considerable increase since the last time a similar analysis was undertaken. Analysis of the affiliations of authors revealed that 243 (77.9%) were affiliated with academic libraries. The content of the articles was studied in order to determine whether they were research or non-research based articles, and the type of research method used. The most popular method of research remained the survey method, and 224 (71%) were non-research based. Appendices include a coding sheet and lists of journals, affiliations, occupations, subjects, and research methods. (Contains 10 references.) (Author/SWC)

ED 401 938 IR 056 213

Factor, Olivia Spaid
A Survey of Private Ohio Academic Libraries' Physical Processing Practices for Circulating Books.
PUB DATE- Nov 95
NOTE- 62p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Books; Cataloging; Higher Education; Library Automation; *Library Circulation; *Library Materials; Library Surveys; *Library Technical Processes
IDENTIFIERS- Barcodes; Library Security; Ohio; Small Libraries

Little guidance is given in today's general technical services or cataloging textbooks to assist librarians in making decisions on procedures for the physical preparation of materials prior to placement on the shelves for public access. As small, private academic libraries face automation of circulation, addition of security systems, and debates on the outsourcing of services, physical processing policies should be examined. This paper surveys the current physical processing procedures for general circulating books held by private, liberal arts colleges in Ohio. Eleven (73.3%) of 15 Ohio college libraries responded to a questionnaire which covered four categories of post-cataloging procedures: (1) ownership indication; (2) provision of necessary items for circulation; (3) location indication; and (4) protective treatments. Surveyed libraries do not share a consensus on the "right way" to physically process books for circulation. The minimum steps for a library with automated circulation are: ownership indicated in one easily seen place; one barcode in an easily accessible area and a loose slip of paper marked with a due date inserted inside the book; and a spine label. Appendices include the cover letter, survey, and tabulated responses to the questions in numerical and percentage form. (Contains 17 references.) (Author/SWC)

ED 401 939 IR 056 214

Turano, Frances M.
A Survey of Types of Cooperation between Schools and Public Libraries in Ohio.
PUB DATE- May 96
NOTE- 34p.; Master's Research Paper, Kent State University.

Community Colleges in the development of its "New Basic Agenda" for 1996, this report discusses several major statewide trends with important implications for California's community colleges. Data are reviewed on population growth, labor market and technological changes requiring community colleges to provide the workforce with new skills, economic cycles, educational funding, changing family structures, immigration and multicultural issues, and public policy. Specific trends and projections presented in the report include the following: (1) by 2000, nearly one half of California's population will consist of people of color; (2) the labor force will incorporate more women, minorities, recent immigrants, and older workers; (3) technological change will place an increased emphasis on communications and information processing, services, and occupational retraining and upgrading, with most new jobs requiring some postsecondary education; (4) much of California's future economic growth will be determined by the availability of skilled labor, suggesting that community colleges will have a major responsibility for the state's future economic development; (5) community colleges will need to accommodate the changing educational needs of the increasingly diverse student population; and (6) policy changes will affect workforce preparation, funding, and functions of community colleges. Contains 31 references. (TGI)

ED 401 957   JC 960 695

More, Vishwas D.; Petrossian, Alice S.
The New Basic Agenda: Policy Directions for Student Success.
PUB DATE- Aug 96
NOTE- 28p.; For the original 1991 Basic Agenda, see ED 332 768.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *Community Colleges; Educational Change; *Educational Policy; *Educational Quality; Educational Technology; School Business Relationship; Sociocultural Patterns; Student Financial Aid; Student Needs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In response to the rapidly changing environment of the state of California, the Board of Governors of the California Community Colleges (CCCs) developed the Basic Agenda in 1991 to convey the vision of the state's community colleges and provide broad direction at the systemwide and local levels. This report provides the New Basic Agenda, reflecting recent trends and identifying major challenges to successful student learning and policy directives to address these challenges. Following prefatory materials, the report address the following challenges and policy directions for the CCCs: (1) delivering high quality education in a manner that achieves student success; (2) meeting the expanding educational needs of the state population; (3) adapting to the changing educational needs of Californians so as to be relevant and timely; and (4) enhancing and improving the organization of the human and physical infrastructure of the CCCs. For each challenge, specific policy directions are presented, including the implementation of degree and certificate reviews; methods for measuring student educational objectives and performance; enrollment management; methods for determining the learning needs of an increasingly multicultural population; expanded technology in the classrooms; and initiatives to strengthen the transfer function. (TGI) number of failing grades awarded; (4) 9 of the 17 new hires from July 1993 to May 1996 were members of ethnic minority groups; and (5) the District's 1995-96 total budget was $36,815,457. (HAA)

ED 401 976 JC 970 012

Demerjian, Marlene
Matriculation Project: Prerequisite Challenges.
PUB DATE- Jun 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Curriculum Design; Curriculum Research; Grades (Scholastic); *Outcomes of Education; *Prerequisites; *Required Courses; Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- College of the Canyons CA

A study was undertaken at California's College of the Canyons to determine outcomes for students who challenged course prerequisites and enrolled in courses requiring placement levels higher than recommended between spring 1993 and fall 1994. Data were gathered from analyses of 529 placement/prerequisite waiver forms and transcripts from 445 students who had challenged a mathematics or English prerequisite. The sample included 203 students who had challenged math prerequisites and 242 who had challenged English prerequisites. Among the mathematics students, 154 actually attempted the mathematics course and 39.6% received a passing grade of C or higher. Among the students challenging English prerequisites, 162 attempted the English course and 48.8% received a grade of C or higher. The results indicate that since mathematics courses are more sequential in nature, students are less likely to succeed without the suggested prerequisites. Future research is recommended to compare the success rates of students attempting a course with and without the recommended prerequisites. (AJL)

ED 401 977 JC 970 013

Dixon, P. Scott
Evaluation of the Assessment of Student Needs, Spring 1996.
PUB DATE- Jul 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Delivery Systems; *Employee Attitudes; *Information Dissemination; *Information Services; *Needs Assessment; *Referral; School Surveys; Student Needs; *Student Personnel Services; Two Year Colleges; User Needs (Information)
IDENTIFIERS- *College of the Canyons CA

In 1996, a project was undertaken at California's College of the Canyons (CoC) to evaluate the matriculation process for assessing students' needs. Interviews were conducted with service department heads at the college regarding procedures for notifying students of existing services and any recommendations for improvements. In addition, interviews were conducted with personnel at Moorpark College and Glendale Community College, two local colleges, to determine procedures and recommendations for improvement. At CoC, information on

IDENTIFIERS- *Minnesota; *Superintendent Attitudes

This study examined Minnesota school superintendents' knowledge and attitudes regarding universal school breakfast programs. A total of 51 percent of 267 district superintendents responded to a mail survey. Findings indicated that 58 percent of the superintendents were aware of a universal school breakfast pilot program in Minnesota and 85 percent were interested in receiving more information about the pilot project as the experiment progressed. The majority of superintendents recognized the connection between nutrition and learning and agreed that nutrition enhanced retention, learning ability, and concentration. To a lesser degree, superintendents agreed that there is a connection between classroom behavior and nutrition. Superintendents with school breakfast experience were more likely to view a breakfast program as the natural extension of school lunch program, as an important part of school image, and were less concerned about additional costs, less likely to worry about breakfast cutting into the school day, and less likely to view school breakfast as intended for low income students alone than were superintendents with no school breakfast experience. The superintendents agreed about the potential barriers in expanding the pilot school breakfast program, the need for solid evidence that such programs contribute to improved classroom experience, the concern for the program's cost, and the need for community support. (KDFB)

ED 401 996 PS 023 549

Interaction, 1994-1995.
PUB DATE- 95
NOTE- 341p.; For 1993-1994 issues, see ED 377 939.
LANGUAGE- English; French
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Behavior Problems; Bilingual Students; *Child Caregivers; Computer Uses in Education; Corporal Punishment; Cultural Awareness; *Cultural Pluralism; *Day Care; Early Childhood Education; Elementary Education; Ethics; Foreign Countries; Full Day Half Day Schedules; *Preschool Children; Professional Development; School Age Day Care
IDENTIFIERS- Canada; Character Education

This Canadaian document, in French and English language versions, is a compilation of quarterly journal issues for Spring, Summer, and Fall of 1994, and Winter, 1995 (i.e., all of volume 8). Each issue is divided into four sections: Opinions, Practice, Focus, and News. The effective management of various child care concerns, and children's play and health issues, are discussed in each issue. Topics covered in the Spring issue include full-day versus half-day kindergarten, key issues in school-age care, and improving child behavior. Topics covered in the Summer issue include culturally sensitive child care, multiculturalism, bilingual and immigrant children, and refugees in the child care system. Topics covered in the Fall issue include corporal punishment, science education, and professional development. Topics covered in the Winter issue include dressing preschoolers for winter, computers, and educational settings that encourage girls' interest in science and technology. (JW)

ED 401 997 PS 023 762

childhood education are described, and a host of innovative teaching ideas are presented in an attempt to describe what can be achieved when combining existing and possible teaching and learning practices. Chapters include: (1) "Talking about Teaching and Learning" (Marilyn Fleer); (2) "The Work of Preschool to Year 3 Teachers: What Informs Our Practice?" (Marilyn Fleer); (3) "Rethinking Classroom Organisation: Learning Centres in Primary School" (Karina Sargeson); (4) "Welcoming Parents into the Primary School" (Bernadette Hayes); (5) "In Partnership with Aboriginal Children" (Michael Colbung and Anne Glover); (6) "Making a Difference: Peace, Global, and Environmental Education in Primary Schools" (Karina Sargeson); (7) "Talking Gender" (Glenda MacNaughton); and (8) "Play: Creative or Confining" (Liza Carroll). The book advocates the need to reconceptualize the early years of primary education and to draw upon its strengths as a way to create powerful learning experiences for young children. The text urges reconsideration of some of the "norms" of primary school education, such as expected classroom arrangement and management, with a view to providing learning centers and empowering children to take part in the direction of their education. Contains 16 references. (AA)

ED 402 015   PS 024 696

Scholnick, Ellin Kofsky
Does Conversational Reasoning Contribute to Formal Reasoning Skills?
PUB DATE- Aug 96
NOTE- 23p.; Paper based on presentation at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Children; Cognitive Processes; *Cognitive Style; College Students; Comparative Analysis; Deduction; *Discourse Analysis; Evaluative Thinking; *Individual Differences; Inferences; *Logic; Oral Language; Thinking Skills; Young Adults
IDENTIFIERS- *Conversation; Conversational Analysis; *Syllogisms

A study investigated the relationship between formal and conversational logic. Thirty-two male and 32 female college students evaluated the conclusions of conditional syllogism and participated in an interview adapted from Deanna Kuhn's (1991) monograph, "The Skills of Argument." Students were asked to provide explanations for several problems of interest to them, such as drinking problems, pregnancy, and college tuition. After providing a theory, students were asked to imagine the proof that would support it, and to specify the kinds of evidence that would refute their theory. Then they were offered an alternative theory, which they were to try to refute and then do the opposite--describe the evidence that would support it. Results supported the premise that reasoning in discourse is the same type of reasoning people employ in logical tasks if given the opportunity. But while the data show a relation between two contexts in mature reasoners, they do not illuminate the nature of the relation nor its developmental course. There three possibilities: (1) that both conversational reasoning and formal logic reflect the development of logical skills that are present prior to the advent of language and which will continue to develop; (2) that language plays a for creating this system and describes 15 principles to guide its development. Part 4, "Summary of the Status of Career Development Initiatives in the States," comprises the bulk of the report and summarizes the status of career development initiatives in the states, including the types of planning and implementation initiatives underway, funding sources, leadership and committee structure, stakeholders, and major accomplishments in the past year. Part 5, "Issues, Barriers, and Challenges the States Are Currently Tackling," considers changes in state and federal governmental policies, funding, and child care licensing. Part 6, "Highlights of State Career Development Initiatives," describes career development initiatives in 14 states. Part 7, "Conclusion," points to the progress made in career development initiatives and cautions that the future will require careful planning, flexibility, and new funding strategies to ensure further progress. The Appendix contains tables and charts detailing findings listed by state. (Contains 10 references.) (KDFB)

ED 402 034   PS 024 796

Druin, Allison; Solomon, Cynthia
Designing Multimedia Environments for Children: Computers, Creativity, and Kids.
PUB DATE- 96
NOTE- 263p.; An accompanying CD-ROM, compatible with both Mac and PC operating systems, includes: (1) sample educational and "edutainment" products; (2) videos of successful computer environments for kids; and (3) demo versions of commercial software tools.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Design; *Multimedia Instruction; *Multimedia Materials; Online Systems; Optical Disks; Problem Solving
IDENTIFIERS- *Design Methodology; *Multimedia Technology; Papert (Seymour); Suppes (Patrick)

This book and the accompanying CD-ROM examine the process of designing multimedia learning environments and the results of and the impact on children of these environments. After an introduction, chapter 1 discusses the origins of educational multimedia environments, presenting initial thoughts on being a designer and focusing on the logo programming language, Seymour Papert, and constructionism; drill-and-practice instruction, Patrick Suppes, and behaviorism; and "meaningful math," Robert Davis, and constructivism. Chapters 2 through 6 address topics of: (1) CD-ROM edutainment; (2) videodisc problem-solving simulations; (3) children's multimedia authoring tools; (4) online multimedia environments; and (5) physical multimedia environments. Each of these chapters presents background information, descriptions of sample products, accounts of product strengths and weaknesses, and concluding thoughts. Products described are Living Books, My First Encyclopedia, David Macauley The Way Things Work, and Where in the World Is Carmen Sandiego? (chapter 2); Voyage of the MIMI, Adventures of Jasper Woodbury, and Great Solar System Rescue (chapter 3); Visual Almanac, Kid Pix, and HyperStudio (chapter 4); Technical Education Research Center and Scholastic (chapter 5); and Media Room, LEGO TC Logo, and immersive environments (chapter 6). Chapter 7 explains the activity of innovation, focusing on the work of a design team, an example of a design session, and

Relationship; *Instructional Design; Learner Controlled Instruction; Learning Processes; Literacy; Literacy Education; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- *Child Centered Education; Content Area Teaching; *Developmentally Appropriate Programs

The early childhood education field is changing rapidly, and the theories and methods used in preschools and kindergartens--such as child-centered, hands-on learning--are now influencing the way primary school is taught. This book is designed to be a brief overview of the field of early childhood education. Chapter 1 describes the historical and philosophical foundations of education for young children, including the work of several historical figures. Chapter 2 discusses developmental stages and developmental theorists, and chapter 3 addresses how the historical and developmental theorists and their theories relate to a developmentally appropriate classroom. Chapter 4 describes ways to design an appropriate and stimulating environment and includes sample room arrangements, sample schedules, discipline techniques, and classroom management. Early childhood curriculum is discussed in chapter 5, with particular attention paid to early literacy instruction. The many forms of literacy are described and guidance is provided in integration of curriculum, individualized instruction, and providing appropriate and relevant reading materials. Chapter 6 addresses curriculum content in the areas of mathematics, science, social studies, fine arts, music, and art. Specific activities are included. Chapter 7 covers assessment and evaluation for young children. Finally, guidance is given in how to forge a positive home-school relationship. Contains 53 references. (SD)

ED 402 052 PS 024 822

Stowell, Laura P.; And Others
Working with Middle School Students: Professional's Guide.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Classroom Environment; Cooperative Education; Cooperative Learning; Core Curriculum; *Curriculum Development; Educational Assessment; Educational Environment; *Educational Strategies; *Instructional Design; Integrated Curriculum; Intermediate Grades; Junior High Schools; *Middle Schools; Student Evaluation; Student Needs; Teaching Methods; Team Teaching
IDENTIFIERS- *Middle School Students

Noting that young adolescents have unique needs and interests that require understanding to better serve adolescents both academically and personally, this book is a professional's guide to working with middle school students. The first chapter lays the foundation for the book by describing who the middle school student is and the nature of young adolescent development. The second chapter discusses the evolution of the middle school concept and the call to change schools to meet the unique needs of these students. Chapter 3 describes the elements of effective middle schools called for in the reform reports described in chapter 2. Chapter 4 explores middle school curriculum, including core curriculum, language arts, social studies, mathematics, and science. Chapter 5 explores

PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Age Differences; Cognitive Development; *Cognitive Processes; Familiarity; Memory; *Norms; *Pictorial Stimuli; Recognition (Psychology); Visual Measures; *Young Children
IDENTIFIERS- Naming Response; *Naming Task; Pictures; Visual Complexity

Pictures are often used by cognitive psychologists to investigate the development of cognitive functions. Different attributes of the picture, such as object or picture familiarity, word frequency, and age of acquisition, are known to correlate with naming latency and to affect memory, particularly retrieval processes. But without the use of age-appropriate stimuli it is difficult to determine whether age-related differences are due to immature memory systems or to the absence of particular items in the lexical or semantic networks of children. The purpose of this study was to obtain a normative database for pictorial material that will be useful for future studies with both young children and adults. Thirty adults and 30 children, ages 5 and 6, were asked in several sessions to name 400 individually-presented pictures, consisting of line drawings of common objects. Subjects were also asked about the familiarity and visual complexity of the picture. Among the findings were that young children are different from adults in both the name most frequently assigned and in the number of alternative names provided. The alternative names given by the children were either coordinate names or names of objects that are visually similar to the picture. In addition, the failure (to name) rate was higher among young children than adults. (Two appendices contain statistical data and pictures used in the study. Contains 27 references.) (EV)

ED 402 070 PS 024 846

Brophy, Jere
Working with Shy or Withdrawn Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Anxiety; *Behavior Modification; Behavior Patterns; Bibliotherapy; Classroom Environment; Coping; Elementary Secondary Education; Extraversion Introversion; Inhibition; *Interpersonal Communication; *Interpersonal Competence; Intervention; *Peer Relationship; Personality Traits; *Shyness; Social Adjustment; Stress Variables; Student Characteristics; Student Interests; Teacher Guidance; *Teacher Influence; Teacher Student Relationship
IDENTIFIERS- ERIC Digests

This ERIC digest focuses on students who are commonly described as shy (inhibited, lacking in confidence, socially anxious) or withdrawn (unresponsive, uncommunicative, or daydreaming). Symptoms of shyness or withdrawal may appear as part of the student's overall personality or as a situation-specific response to a particular stress factor. Strategies for coping with shy or withdrawn students include: (1) peer involvement (e.g., involving shy students in cross-age tutoring programs);

South Dakota Kids Count Project: 1994 Factbook.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Jan 95
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Child Abuse; *Children; Counties; Demography; Dropout Rate; Enrollment; Family Characteristics; Financial Support; *Population Trends; *Poverty; Social Services; State Surveys; Traffic Accidents
IDENTIFIERS- Aid to Families with Dependent Children; *Child Safety; Food Stamp Program; Native Americans; Risk Taking Behavior; *South Dakota; Vital Statistics

This factbook provides data on the well-being of South Dakota children. It is intended as a vehicle for policy makers, advocates, the media, and service providers to raise awareness on the status of children in South Dakota. Section 1 of the factbook is an introduction and overview on South Dakota demographics. Section 2 presents special reports on: (1) youth risk behavior; (2) the impact of social services on South Dakota children; (3) child abuse and neglect; (4) youth-related traffic statistics; (5) funding sources; (6) native American demographics; and (7) immunization. Section 3, which comprises the bulk of the book, consists of a state data table and data tables for each of the state's counties. The tables present vital statistics, family profiles, miscellaneous information, and data or statistics on population, school drop-out rates, school enrollment, child safety, and participation in the Aid to Families with Dependent Children and foodstamp programs. The section concludes with a table of indicators, such as infant mortality rate and school dropout rate, by county. Section 4 lists sources for information in the factbook and definitions of terms used in the report. (BC)

ED 402 089 PS 024 869

Key Facts about Children in Utah. Children and Families at Risk: A Status Report of Our Children, 1994.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Births to Single Women; Child Abuse; Child Advocacy; *Child Health; *Childhood Needs; *Children; *Child Welfare; Crime; Delinquency; Educational Assessment; Homeless People; Homicide; Infant Mortality; Mental Disorders; Mental Health Programs; Physical Health; Poverty; Pregnant Students; Special Needs Students; State Surveys; Suicide; Tables (Data); *Well Being; *Youth Problems
IDENTIFIERS- Child Mortality; Child Safety; *Utah

The Utah KIDS COUNT program provides information about child well-being to enhance discussions on securing better futures for children. Indicators of children's quality of life are chosen to reflect a range of influences on children, conditions across developmental stages, and comparisons across time. Ten indicators examined included: (1) low birth-weight babies; (2) infant mortality; (3) child death; (4) births to single teens; (5) juvenile violent crime arrests; (6) graduation from high school; (7) teens not in school and not employed; (8) teen violent deaths; (9) children in poverty; and (10) children in single-parent families. This indicator data is summarized in

Numeracy; *Preschool Education; Science Activities
IDENTIFIERS- Play Learning

This handbook, the third printing of the original 1976 edition, presents an eclectic combination of activities gathered from parents and teachers of preschool children, with a focus on the process rather than the product of learning. Its goal is the establishment of positive experiences and sound interpersonal relationships between adults and children. The guide contains seven sections; the first (1) discusses classroom space planning and design, covering such topics as activity centers and the quadrant approach. The remaining sections describe activities within different subject areas; (2) arts, with such activities as painting, collages, and puppets; (3) music, with information on instruments, rhythmic chants, and poems; (4) numbers and shapes, with activities on numerals, classification, geometric shapes, and measuring; (5) language arts, containing examples on speaking, listening, reading, and writing; (6) science, covering such topics as the senses, electricity, magnetism, and living things; and (7) cooking, with advice on kitchen preparation and safety, snacks, and recipes. Each section concludes with a list of selected references. An appendix presents guidelines on stages in child development and contains a list of references on early childhood development and education. (EV)

ED 402 107 PS 024 916

Knox, Rodney
Parent Support and Involvement at Apollo Middle School.
PUB DATE- Aug 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; *Program Development; Volunteers

Traditionally, parent involvement in schools has centered around management or organizational concerns; parents are "helping hands" to deal with activities and problems of running the school, providing extra services the school cannot afford. This paper describes ways to involve parents directly in students' academic achievement, asserting that it is the direct responsibility of the principal and staff to keep energies and efforts focused on academic concerns at all times. The paper distinguishes between parent involvement, which refers to parents taking part in activities or efforts at school, and parent support, which is any means by which parent actions or attitudes reinforce the academic program of the school at home. The establishment of a parental involvement and support committee at Apollo Middle School (Nashville, Tennessee) is described, including the creation of a school plan for parent support. Suggestions are given on presenting the plan to parents and ensuring follow-through, including the provision of community activities within the school building to "lure" parents into the school. (EV)

ED 402 108 PS 024 924

Cunningham, Michelle Doucette
Children in Connecticut: A Survey of Public Attitudes toward Children in Our State.

in the school and community, the research examines six interwoven themes that are critical for understanding local paradigms and paradoxes: (1) desire for local control and "taking care of our own," but also ways in which local vested interests undermined more equitable means of taking care of all students; (2) ideal of "solving things face to face," contrasted with power differentials based on family name, wealth, race, and gender; (3) respecting the contributions and opinions of stakeholders with less formal education; (4) use of statistics to legitimize stakeholders' interests and authority; (5) sharing or withholding information and the effects on the change process; and (6) symbols and metaphors reflecting connections to place and community. Includes table of contents for the complete dissertation. (Author/SV)

ED 402 125 RC 020 787

Price, John K.; Phelps, Margaret S.
The Impact of Employment on Rural High School Students.
PUB DATE- Oct 96
NOTE- 7p.; Presented at the Annual Meeting of the National Rural Education Association Research Forum (San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Employment Patterns; High Schools; *High School Students; Rural Schools; *Rural Youth; *Student Attitudes; *Student Employment; Student Surveys

A survey of 229 students in grades 10-12 at a rural consolidated high school in Tennessee sought to determine employment patterns among rural students and the impact of that employment on students' academic and personal lives. Findings indicate that employment of rural youth was an accepted part of the teen culture; student employment increased at higher grade levels, with the greatest frequency during the senior year. Over half of seniors were employed. Males and females were equally likely to be employed. Working students were more likely to be tardy or absent and to be making poorer grades. Failing grades in English were reported by six percent of working students and one percent of nonworking students. Working students were less likely to be planning to attend a 4-year college and more likely to be planning to join the military or to attend a technical school or community college. Over half of employed students worked more than 20 hours per week. They were more likely to use their money for personal expenses (car and entertainment) than for family needs or college savings. According to students, the greatest negative impact of work was lack of leisure time to spend with friends and family or to be involved with sports and clubs. The greatest positive impact was money to spend. Contains 12 references. (TD)

ED 402 126 RC 020 790

Brown, David W.; McIntire, Walter G.
Sense of Belonging in Rural Community High School and Boarding Magnet High School Students.
PUB DATE- Oct 96
NOTE- 5p.; Presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

ED 402 144 RC 020 854

Kimmel, Jean
Rural Wages and Returns to Education: Differences between Whites, Blacks, and American Indians. Upjohn Institute Staff Working Paper 94-27.
PUB DATE- Jun 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Educational Attainment; *Educational Status Comparison; Employment; Females; Human Capital; Males; *Racial Differences; Reservation American Indians; *Rural Population; *Sex Differences; *Wages; Whites
IDENTIFIERS- National Medical Expenditure Survey; *Return on Investment

Rural workers earn lower wages than nonrural workers, a difference attributed to lower returns to worker characteristics. This paper examines racial and gender differences among rural workers and provides evidence of the structure of wages faced by American Indians. Data were drawn from the 1987 National Medical Expenditures Survey (NMES) and the NMES-Supplement of American Indians and Alaska Natives (living on or near a reservation or tribal area). The present study included data for nonmetropolitan residents aged 22-54 who were not self-employed. Males included 975 American Indians, 1,094 Whites, and 238 Blacks; females included 1,146 American Indians, 1,275 Whites, and 347 Blacks. Within each gender group, racial differences are summarized for labor force participation, educational attainment, percentage in managerial occupations, and average wage. Average hourly wages were $10.20 for White males, $8.09 for American Indian males, $7.38 for Black males, $7.09 for White females, $6.38 for Black females, and $6.31 for American Indian females. Regression analysis revealed that only 14 percent of the wage difference between White and American Indian males is unexplained by personal and job characteristics, while 66 percent of the difference between White and Indian females is unexplained. Comparing Whites and Blacks, 44 percent of the wage difference between males and 97 percent of the difference between females is unexplained. In rural areas, Whites and American Indians receive very small wage returns to education, Blacks suffer disproportionately severe penalties for low educational attainment, and females of all races enjoy much higher returns to education than do males. Contains 26 references and statistical tables. (Author/SV)

ED 402 145 RC 020 877

Lopez, Tiffany Ana
Growing Up Chicana/o: An Anthology.
PUB DATE- 93
NOTE- 272p.; Foreword by Rudolfo Anaya.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Adolescents; Anthologies; *Children; *Early Experience; Family Environment; Family Influence; *Family Life; Family Relationship; Grandparents; Hispanic American Culture; Mexican American Literature; *Mexican Americans; Migrant Workers; Short Stories; *Student Experience
IDENTIFIERS- Chicanas; Chicano Literature; *Chicanos; Intergenerational Transmission

Cultural Communication; Arts in Interpretation; Professionalism in Interpretation; Watchable Wildlife; Information Highway; Critical Issues; and Research. (JRH)

ED 402 167 SE 059 255

Crane, H. Richard
How To Build It and Keep It Working.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Construction (Process); *Demonstrations (Science); Elementary Secondary Education; *Exhibits; *Hands on Science; *Museums; Science Equipment; Science Experiments; Science Fairs; Student Projects

This book contains construction plans of exhibits that have been collected during more than 10 years, and notes for their maintenance, at the Ann Arbor (Michigan) Hands-On museum. It is a useful source of hard-to-find information for exhibit builders, science fair participants, science teachers, students, and home tinkerers. This collection contains drawings and specifications in detail sufficient for a construction shop for 32 exhibits including: Bernoulli Ball; Cartesian Diver; Catenary Arch; Color Illusion; Colored Lights and Shadows; Color Reversal; Delayed Speech; Depth Illusion; Double Piddler; Engine That Runs on Light; Gear Table; Hand Cranked Generator; Hearing Frequency; Hologram, Transmission Type; Hot Air Balloon; Lens Table; Mechanical Motion #1 (Escapement); Mechanical Motion #2 (Wilberforce); Old Time Telephones; Pacemaker; Peripheral Vision; Pin Table; Pitcher Pump; Polarized Light; Pulleys; Reaction Time; Sand Pendulum; Shadow Wall; Spectra; Stroboscope; and Wimshurst Machine. Brief but useful information about building and operating 20 other exhibits is also presented. Also included are principles followed in the selection of exhibits and ways of making them safe and durable, ideas for exhibits that were considered but not built, and addresses for sources of special materials and products. (JRH)

ED 402 168 SE 059 256

Orselli, Paul, Ed.
The Cheapbook: A Compendium of Inexpensive Exhibit Ideas, 1995 Edition.
PUB DATE- Feb 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architecture; Chemistry; Demonstrations (Science); *Educational Facilities; Electricity; *Exhibits; Mathematics Education; *Museums; Optics; Physics; Science Activities; *Science Fairs; Science Projects; Secondary Education; *Technology Education

This guide includes complete installation descriptions of 30 exhibits. They include: the adjustable birthday cake, ball-in-world's scientific resources continues to reside in Europe. Particularly noteworthy is the increase in the awarding of natural science and engineering (NS&E) degrees by institutions in Western and Central European countries. In addition, European and Asian institutions awarded a higher percentage of all their undergraduate degrees in NS&E fields than U.S. universities and colleges. Other findings include that Western European civilian research approaches that of the United States, and the amount of funds spent on research performed at academic institutions in Western Europe now equals that spent at U.S. universities and colleges. It is concluded that as the capacity to perform R&D expands throughout the world, it is increasingly important for the United States to be knowledgeable about the scientific and technological accomplishments of other world regions. (JRH)

ED 402 191 SE 059 486

Horton, Robert L.; And Others
Rockets Away! A Fun Approach to Exploring the Science of Rocketry. Teacher's Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; *Engineering; Intermediate Grades; Junior High Schools; Middle Schools; Science Activities; Science Experiments; *Space Sciences
IDENTIFIERS- *Rockets

This unit is designed to stimulate interest in math, engineering, aerospace, and physics through the exploration of rocketry science. It serves as a ready source of information dealing with the subject of rocketry and provides directions for completing a variety of hands-on rocketry science experiments, including the design, construction, and launch of 2-liter bottle rockets. The teaching outline consists of four parts: introduce new knowledge; summarize learning; bring closure to session; and review previous session when starting new session. Sections include: Exploring the Motion of Rockets, Building on the Basics, and Let's Get Launching. (JRH)

ED 402 192 SE 059 497

Women, Minorities, and Persons with Disabilities in Science and Engineering: 1996.
PUB DATE- Sep 96
NOTE- 310p.; Supercedes ED 389 522 (NSF-94-333).
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Employment Projections; *Engineering; Enrollment Trends; *Females; Graduate Study; Higher Education; *Minority Groups; Science Careers; *Sciences; Student Attrition

In an increasingly global economy, making full use of all of the United States' human resources is essential to successful international competition, world leadership in science and engineering, and an improved quality of life. However, some groups--women, minorities, and persons with disabilities--are still underrepresented in science and engineering. This report

PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Age Differences; *Age Discrimination; Citizen Participation; Citizen Role; Citizenship Education; *Citizenship Responsibility; Cultural Pluralism; Juvenile Justice; *Law Related Education; Secondary Education; *Social Action; *Social Attitudes; Social Change; Social Studies; *Student Attitudes; Student Participation; Student Rights
IDENTIFIERS- American Bar Association

Written by students for students, this edition of "Update on Law-Related Education" contains three articles on three questions about unity and identity in the United States. In the first section, "Are We In or Out?" students identify some of the signals they receive from institutions, adults, and their peers, and describe ways they are treated differently than adults in their schools and communities. In the second section, "Being Part of the Solution," students describe programs and activities that young people have initiated and/or are participating in that connect them to their community, school, and family. In the third section, "Patchwork Quilt vs. Melting Pot," students offer their thoughts on the debate about the degree to which U.S. institutions and laws promote pluralism, on the one hand, and assimilation, on the other. (LH)

ED 402 213 SO 025 394

Eliot, Carol; And Others
Values in Action: A Middle School Ethics Course.
PUB DATE- 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Culture; Decision Making; Decision Making Skills; *Ethical Instruction; *Ethics; Grade 8; Junior High Schools; *Middle Schools; Moral Values; Multicultural Education; *Religion; Social Studies; *Values Education

This course guide provides a framework for teaching an ethics course, developed for eighth-graders, that explores the development of values, the decision-making process, and the role of community. Class objectives, procedures, and assignments for 48 class periods are divided into 10 units. Student handouts along with unit assignment lists, homework worksheets, and suggestions for supplementary materials and outside resources are included. Divided into two parts, part 1, "Sources of Values," contains the units: (1) "Introduction: Developing a Working Relationship"; (2) "Personal Values"; (3) "Family Values"; (4) "School Values"; and (5) "Cultural Values: Religious and Political Codes." Part 2, "Integrity: Values in Action," includes the units: (1) "Introduction and Notes on the Final Project"; (2) "Compassion: 'The Elephant Man'"; (3) "Human Dignity: Mohandas Gandhi"; (4) "Courage: 'The Autobiography of Miss Jane Pittman'"; (5) "Respect and Human Rights: 'Black Like Me'"; and (6) "Conclusion: Take a Stand." (EH)

ED 402 214 SO 025 713

glossary. (DQE)

ED 402 236 SO 026 240

Serving the Community. Lawyers Helping Young People Become Good Citizens. I'm the People--It's about Citizenship and You.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Community Action; Community Responsibility; Elementary Secondary Education; Law Related Education; Lesson Plans; Problem Solving; Public Service; *School Community Programs; School Community Relationship; *Service Learning; Social Problems; Social Studies
IDENTIFIERS- American Bar Association

Organized around the theme of community service, this booklet provides teachers and lawyers with classroom materials for elementary grades K-3 (Level A), intermediate grades 4-6 (Level B), middle school grades 6-8 (Level C), and high school grades 9-12 (Level D). In addition, each level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the student (a pencil). The lessons ask students to identify and investigate problems in their community and explore what they might do to alleviate identified problems. Students are asked to examine critically their personal and civic responsibilities. The booklet contains lesson plans, activities, a student community service survey, and an evaluation form for lawyers using the materials. The inside front cover furnishes tips for lawyers preparing classroom presentations. (TSV)

ED 402 237 SO 026 243

Westerman, William
"He Says You're Going To Play the Giant": Ethnographic Perspectives on a Cambodian Arts Class in Philadelphia. Philadelphia Folklore Project Working Papers #8.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Cambodians; Ethnography; *Multicultural Education; *Music Education; Secondary Education; Social Studies; *Theater Arts
IDENTIFIERS- Cambodia; *Folk Art

This project began when the Philadelphia Folklore Project (PFP) initiated a residency partnership with the Samuel S. Fleisher Art Memorial in traditional Cambodian arts. The PFP anticipated raising issues that might help in the understanding of the cultural dynamics and elements that were likely to shape and effect the residency. The PFP imagined that such work might involve an exploration of the meanings and processes of

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; College School Cooperation; *Comparative Education; *Democracy; Democratic Values; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *International Educational Exchange; Teacher Centers; *Teacher Education
IDENTIFIERS- *Czech Republic; England; Europe (East); *Poland

This journal issue describes in detail the work of a Trans-European Mobility Schemes for University Studies (TEMPUS) project, directed by John Sayer and based in the Department of Educational Studies of the University of Oxford. The project's activities, concerned principally with the development of democratic processes in the elementary, secondary, and higher education systems of the Czech Republic and Poland, are illustrated through 20 papers. Part 1 offers John Sayer's background and description of the Developing Schools for Democracy in Europe (DSDE) project, a TEMPUS initiative and includes a multi-university final report on teacher preparation and continuing development. In part 2 the professional development of teachers and the role of the university in the Czech Republic are examined by program participants, Jan Beran, Jitka Kazelleova, Jana Kohnova, John Sayer, and Jaroslava Tomancova. Part 3 presents the following Polish teachers, tutors, and researchers: Grzegorz Chomicki, Roman Dorczak, Dawid Friedmann, Aleksandra Kwiecinska, Andrzej Mirski, Malgorzata Niemczynska, and Andrzej Szyjewski, viewpoints on educational reform, democracy education teacher training, and the school setting in Krakow, Poland. In part 4 home (family) and school relationships, one of the eight areas of the DSDE project, are examined by Tatyana Bourmina and Milada Rabusicova. In part 5 David Martin, Hugh Starkey, and Eva Foldes Travers focus on aspects of citizenship and values as they relate to democracy education in the "New Europe." Taken together, these papers provide an extensive case study of a democratic collaboration of four European universities from very different social, economic, political and cultural settings, working with local schools and authorities across disciplines in an attempt to develop schools for democracy in Europe. (CB)

ED 402 259 SO 027 359

Bannon, Maryanne, Ed.; And Others
Great Quiltmaking: All the Basics. Better Homes and Gardens Books.
PUB DATE- 94
NOTE- 98p.; Published by Meredith Corporation; out-of-print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Design Crafts; Elementary Secondary Education; Geometric Concepts; Handicrafts; Instructional Materials; Needle Trades; Patternmaking; *Sewing Instruction; Visual Arts
IDENTIFIERS- *Quilting

This instructional guide presents the comprehensive techniques and procedures basic to quiltmaking in a format adaptable for use with elementary or secondary level students. Charts and diagrams illustrate the sequentially organized text. Information is presented in 15 chapters: (1) "Tools and well as issues in its implementation. Finally, organizational and structural changes made at the University of Alberta are outlined along with reactions from faculty, school districts, and communities. (ND)

ED 402 280   SP 037 028

Standards for Colorado Educators.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Qualifications; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Principals; *Standards; State Programs; *Teacher Certification; *Teacher Qualifications; Teachers
IDENTIFIERS- *Colorado

Licensure standards ensure that the best and most promising candidates receive and retain educator licenses and that the training and professional development they experience contribute meaningfully to this end. These standards also assure that educators have the skills and knowledge needed to support students toward attaining high standards. This publication outlines the Colorado Standards and Approved Program of Professional Education and Professional Development for Teachers and Special Service Personnel, Principals, and Administrators. The knowledge, professional disposition, and performance required in a variety of areas are outlined for each group. For teachers, these areas include: knowledge of content and learning, assessment, democratic ideals, diversity, and communication. For both principals and administrators the areas are setting and modeling standards, leadership, ethics, diversity, personal and professional development, and organization and management. (ND)

ED 402 281   SP 037 029

Educator Preparation and Professional Development Report.
PUB DATE- Dec 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Competency Based Teacher Education; Demonstration Programs; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; State Standards; Teacher Certification; *Teacher Competencies; Teaching Models
IDENTIFIERS- *Oklahoma

The Oklahoma Commission for Teacher Preparation was established in 1992 to develop a new competency-based teacher preparation and professional development system. The commission's report begins with the Vision Statement and responsibilities of the new system, followed by "A New Vision: Educators as the Key to Educational Excellence" by Representative Don McCorkell and an introduction to the report by Senator Penny Williams. The Executive Summary outlines the Commission's findings and recommendations in the areas of recruitment, retention, and re-entry; preservice teacher preparation; inservice teacher professional development; administrator preparation; licensure and certification; trailblazer schools and model learning

The Student Issue: Original Articles by Student Gammans. 1996 Edition.
PUB DATE- 96
NOTE- 66p.; Series previously known as "Eta Sigma Gamma Series."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; American Indians; Class Size; Community Involvement; *Computer Uses in Education; Elementary Secondary Education; Exercise; *Health Education; Health Promotion; Higher Education; Latin Americans; *Minority Groups; *Parent Child Relationship; Preservice Teacher Education; Smoking
IDENTIFIERS- *Health Risk Appraisal

This issue presents 11 research papers submitted by students: (1) "An Exploration of Problem-Behavior Theory" (Casey Ann Reeves); (2) "HIV/AIDS Prevention, Intervention, and Education Techniques Used within the American Indian Population" (Ursule R. Smith); (3) "Parent-to-Child Conflict Tactics in Late Adolescence" (James Thomas Broadbear); (4) "Process Evaluation of a Nutrition Based Program for Low-English Proficient Latinos in English-as-a-Second-Language (ESL) Classes" (Ofelia Alvarado); (5) "Potential Solutions to the Problem of Adolescent Smoking" (Susan S. Thomas); (6) "Computer Communications Technology and the Future of Health Education" (Lisa Nicole Pealer); (7) "Advantages and Limitations of Health Risk Appraisals (HRAs) in Promoting Health Behavior Change" (Mariaclara Ecora F. Bago); (8) "Knowledge of Universal Precautions by Student Teachers and Cooperating Teachers in Illinois: Implications for Pre-service Education" (Roberta L. Lyons and Debra L. O'Connell-Bartges); (9) "Promoting Exercise Behaviors in Older Adults" (Jean Henry); (10) "Collective Efficacy, Community-based Coalition, and Communities of Color" (Pebbles Fagan); (11) "Teaching Large Classes: Commentary from an Associate Instructor" (Lisa K. Angermeier). References are included at the end of each chapter; a list of reviewers and information about contributors are appended. (ND)

ED 402 302 SP 037 064

Ingersoll, Richard M.; Gruber, Kerry
Out-of-Field Teaching and Educational Equality. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Background; Educational Quality; *Equal Education; *Knowledge Base for Teaching; *Misassignment of Teachers; Preservice Teacher Education; Public Schools; Secondary Education; Tables (Data); *Teacher Placement; *Teacher Qualifications; Teaching Skills
IDENTIFIERS- *Out of Field Classes; *Teacher Knowledge

This report investigated the extent to which students in public secondary schools are taught by teachers without basic qualifications in their assigned teaching fields--i.e., at least a college minor in the fields they teach--focusing on core academic subjects (mathematics, English, social studies, science). Analysis of the study data revealed that many

NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Accountability; College Faculty; Diversity (Institutional); *Educational Assessment; *Educational Economics; *Educational Facilities; Educational Finance; Educational Quality; Enrollment Management; Ethnic Groups; Higher Education; Institutional Characteristics; *Institutional Evaluation; School Effectiveness; Student Costs; Student Research
IDENTIFIERS- Diversity (Faculty); Diversity (Student); *Performance Indicators; *University of Colorado

This report describes some of the benefits to the state of the University of Colorado's (CU) teaching and research activities; profiles CU students; discusses aspects of the academic experience; analyzes student costs; and summarizes the University's fiscal accountability. The report presents highlights of CU's activities; including: (1) CU is the only higher education system in the state offering baccalaureate, graduate, and professional degree programs at multiple sites; (2) CU's Health Sciences Center is the only comprehensive academic health center in the state; (3) all four campuses provide opportunities for undergraduate and graduate students to work on research and creative projects; (4) CU ranks in the top 20 of all U.S. academic institutions in the number of patents granted for research discoveries; (5) CU faculty are more ethnically diverse than the statewide averages of public universities/colleges and research universities; and (6) CU generates $10.17 of gross state product for each $1 of state general fund support. The report describes two areas that require further attention by the University: monitoring and updating enrollment management plans, and meeting goals for resident ethnic minority enrollment. (MAH)

ED 401 848 HE 029 700

Queeney, Donna S., Ed.
A Learning Society: Creating an America that Encourages Learning throughout Life.
PUB DATE- 16 Oct 96
NOTE- 7p.; White paper prepared for the Kellogg Commission of the National Association of State Colleges and Land Grant Universities (1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Continuing Education; Educational Needs; *Educational Policy; Education Work Relationship; Higher Education; Institutional Characteristics; *Lifelong Learning; Nonformal Education; Organizational Change; Role of Education

This paper sets out an agenda for higher education that will create a society in which lifetime learning is encouraged, valued, and rewarded. The paper presents five key issues that must be defined in order to achieve these goals: (1) the role of higher education; (2) the role of public policy; (3) how resources and intellectual property are to be managed; (4) how a community of learners can be created and sustained; and (5) strategies for creating institutional change. The principles set forth to guide this agenda include: the value of learning

Selected Papers from the National Conference on College Teaching and Learning (6th, Jacksonville, Florida, April 5-8, 1995).
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Calculus; Classroom Techniques; Computer Science; Cooperative Learning; Cooperative Programs; Core Curriculum; Distance Education; Educational Change; *Educational Innovation; General Education; Higher Education; Independent Study; *Methods Research; Motivation; Multicultural Education; Open Education; Professional Development; *Research and Development; Science Education; Teacher Centers; *Teacher Education; Teacher Workshops; Teaching Assistants; Teaching Methods; Technological Advancement; Technology Transfer; Theory Practice Relationship
IDENTIFIERS- African Americans; United Kingdom

This collection of 18 papers covers four broad areas of teaching and learning in higher education: innovative college teaching/learning strategies; effective classroom research/assessment activities; advanced classroom technology; and developing teaching and learning centers. Titles include: (1) "African American Students' Perceptions of Cooperative Learning Experiences" (Lillie Anderton-Lewis and Danny H. Pogue); (2) "Learning to Learn Is a Teachable Skill" (Joan B. Baker, et al.); (3) "The Florida Higher Education Consortium: A Mathematics, Science, Technology Collaboration" (Marianne Barnes, et al.); (4) "Directions in the Core Curriculum for Computer Science Majors" (Edward J. Conjura); (5) "Teacher Immediacy and Distance Learning: The Multicultural Dimension" (James M. Cunningham and Mary McLemore); (6) "Liberal Education in Technology Courses" (Diane Delisio and Cathy Bishop-Clark); (7) "Learning and Motivation Theory Applied to Instruction" (Paul Eggen); (8) "Bringing the New Technologies to Distance Learning: A British Perspective" (Joel Greenberg); (9) "A Model Program: Discipline-Specific Instruction for Graduate Teaching Assistants" (Penny L. Hammrich and Kerri Armstrong); (10) "Is Technology a Substitute for Preparation in Calculus I?" (Robert Jerrard, et al.); (11) "Science Teacher Preparation: Whose Knowledge Is It?" (Judith Johnson); (12) "Learning to Teach on Television: Implications for Beginners" (Norma MacRae and Darcey Cuffman); (13) "Integrating Science and the Humanities: Redefining the Preparation of Elementary Teachers" (Patricia A. Nelson); (14) "Will Success Spoil Distance Education?" (Leslie Purdy); (15) "Collaborative Planning to Improve Higher Education: System-Wide and Campus Initiatives" (Paul Spear); (16) "Generating a Positive Student Experience in Distance Learning Education" (Costas S. Spirou); (17) "Conceiving the Commons: An Interdisciplinary Approach to Environmental Literacy" (Linda Wallace, et al.); (18) "Active Learning Through Live Television: Reflections on Practice" (Michael F. Welsh). (All papers contain references.) (CH)

ED 401 867 HE 029 795

Chambers, Jack A., Ed.
Selected Papers from the National Conference on College Teaching and Learning (7th, Jacksonville, Florida, March 20-23, 1996).
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

*Interpersonal Relationship; Microcomputers; *Politics of Education; Resource Allocation; Role; *School Culture; Technological Advancement
IDENTIFIERS- *Impact; Organizational Structure

The widespread use of Information Technology (IT) in a college or university setting represents a significant change from traditional ways in which higher education has been conducted. Technological change has repercussions throughout the many dimensions of institutional life. This paper explores the impact of information technology on the structural, human resource, political, and cultural aspects of higher education. IT breaks down organizational barriers and barriers previously created by time and distance, creating new opportunities for distance learning which affect the structure of the academic department, social interaction, residential college life, and the nature of instruction. IT has the ability to increase and streamline communications between faculty, students, and administration, but can also present communication problems because of differing computer attitudes and skill levels. Universities must contend with political issues of resource allocation, financial constraints, and competition and cooperation with other schools. IT affects the culture of higher education by changing the key roles of faculty, students, and administration, and altering the distinctive cultural character of higher education institutions. Information technology creates new ways for doing existing work more efficiently, creates new work that did not previously exist, enhances education, and transforms the traditional ways in which we think about the process of higher education. (SWC)

ED 401 884 IR 018 179

Anderson, Robert H.; And Others
Universal Access to E-Mail: Feasibility and Societal Implications.
PUB DATE- 95
NOTE- 294p.; Supported by the Markle Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Networks; Education; Educational Assessment; *Electronic Mail; Equal Education; Federal Regulation; Futures (of Society); Global Approach; Government Role; Information Dissemination; *Information Policy; *Information Technology; Microcomputers; National Programs; Online Systems; *Public Policy; Social Differences; Technological Advancement
IDENTIFIERS- *Access to Computers; Income Level; *Societal Impact; United States

E-mail has swept the communications and information world, providing instantaneous global information and data exchange. However, an information elite still exists, made up of those with access to and knowledge about computers and e-mail. The diverging trends in access based on income and education are placing significant groups of current and next-generation U.S. citizens at a serious disadvantage in relevant job-related skills and in access to social programs and information. As e-mail becomes more pervasive, those information "haves" may leave the "have-nots" further behind, unless concerted efforts are made to provide all citizens with access to the technology. This study details the benefits of e-mail access, on both the personal and global levels. The study urges the nation to support a U.S. policy of universal access and addresses the technical and economic aspects of putting such a policy into

ED 401 901 IR 056 144

Bertot, John Carlo; McClure, Charles R.
Sailor: Maryland's Online Public Information Network. Sailor Network Assessment Final Report Compendium.
PUB DATE- 1 Sep 96
NOTE- 140p.; For companion report, "Sailor Network Assessment Final Report: Findings and Future Sailor Network Development," see IR 056 143.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community; Computer Mediated Communication; *Computer Networks; *Data Collection; Focus Groups; Futures (of Society); Information Networks; *Internet; Interviews; Learning Resources Centers; Librarians; Measurement; Online Systems; Program Evaluation; *Public Libraries; Research Methodology; State Government; *State Programs; User Needs (Information); Use Studies
IDENTIFIERS- Maryland; *Sailor Online Public Information Network MD

This compendium is a companion document to the Maryland Sailor Online Public Information Network assessment final report, and contains detailed study findings, study data collection activity write-ups, detailed methodologies, data collection tools, and consultant notes on the uses of the study's data collection instruments. The purpose of the assessment of Maryland's statewide computer network was to: (1) evaluate the value of the Sailor network to such target communities as the public library, K-12, business, minority, and state and local government communities; (2) recommend refinements and modifications to the Sailor network to meet the needs of the target communities; (3) measure the nature and extent of target community use of the Sailor network; and (4) create measurement devices that the Division of Library Development and Services (DLDS) can use in the future to assess the Sailor network. Data collection activities included: case studies of the five Maryland library systems, including focus groups and interviews with site personnel; mail and quick response surveys; focus groups and interviews with key Sailor entities; preliminary study result presentations; Sailor network traffic data collection; Sailor Web page assessment in comparison to five other statewide state library-run network Web pages; content analysis of case site, DLDS, and Sailor Operations Sailor-related planning, training, and manual documentation; and pre-testing data collection instruments, continual consultation with, and presentations to the Sailor network assessment Advisory Committee, DLDS, and the Maryland Library Association. Appendices include a cover letter and survey of school library media specialist internet use. (Author/SWC)

ED 401 902 IR 056 145

Anderson, Beth G., Ed.
Directory of Curriculum Materials Centers. Fourth Edition.
PUB DATE- 96
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum; Foreign Countries; Higher Education; *Information Sources; *Instructional Materials; *Learning

IDENTIFIERS- *Ohio

The public library is uniquely situated to meet the information needs of older adults and can also assist them in both finding ways to make their lives meaningful and staying in the mainstream. This study involved a mail survey of the public libraries of Ohio regarding their services for adults aged 65 and over. One hundred and eighty-four libraries reported on extension services, special resources, group activities, special services, areas of institutional support, and utilization of older adults as employees and volunteers. The most frequently reported extension service is homebound services. Large print books are considered the most common special resources and lectures are the most common group activities. Information and referral is the most frequently reported special service. Most libraries cooperate with other community organizations. Older adult services received low priority in most libraries although many libraries employed older adults and utilized them as volunteers. Results of this study were similar to those reported by national surveys done in the past. Eleven tables provide data on adult services. The survey on adult services and cover letters are appended. (Contains 10 references.) (Author/AEF)

ED 401 921 IR 056 196

Bickle, Craig
The Effect of a Recommended List and a Book Display on the Circulation of Videos in a Community College Library.
PUB DATE- Apr 96
NOTE- 33p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *College Libraries; Community Colleges; Higher Education; Learning Resources Centers; *Library Circulation; *Library Collections; Library Materials; Statistical Analysis; Use Studies; *Videotape Recordings
IDENTIFIERS- Ohio (Columbus)

This study examines whether a recommended list of videos and a video display in a community college library cause the circulation of these items to increase, as previous research has shown. During a 10-week pretest period, the circulation of a sample of the videos in the 800s section of the Educational Resources Center at the Columbus State Community College (Ohio) was recorded. Videos (N=151) which had not circulated well in the past comprised the sample. These items were then divided into three groups: one group was displayed; one group was included in a list of recommended items and distributed; and one group acted as a control group. The latter two groups remained at their normal positions on the shelves throughout the duration of the experiment. At the end of the experimental period, circulation was again recorded. The circulation of all three groups did increase during the experimental period; however, this increase did not prove to be statistically significant. Analysis of the data and possible explanations for the results of the experiment are presented. (Author/AEF)

ED 401 922 IR 056 197

Kissel, Laura J.
A Study of the Subject Headings Practices of Fifteen Small Liberal Arts College Libraries.
PUB DATE- Apr 96
NOTE- 44p.; Master's Research Paper, Kent State University.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; Children; Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; *Librarian Teacher Cooperation; Library Cooperation; Library Role; Library Services; Library Surveys; *Partnerships in Education; *Public Libraries; *Schools; *Shared Resources and Services
IDENTIFIERS- Ohio

Cooperation between schools and public libraries is an important element of library service to children and young adults. A questionnaire was mailed to a random sample of 88 public libraries in Ohio in order to identify the types of cooperative efforts currently taking place. The survey achieved a return rate of 67% (n=59). A model was created to classify the types of cooperation according to the characteristics of the activities in which the respondents were engaged. Five levels of cooperation were included in the model: no cooperation, informal communication, informal cooperation, formal cooperation, and formal coordination. The majority of activities mentioned by respondents fell within the category of informal cooperation, at which activities often focus on a specific event or issue, such as a book-talk or class visit. All of the libraries surveyed engaged in some form of cooperative activity with public schools, with the most common activities including: class visits to the public library; written/oral communication to school personnel promoting library services; planning and promotion of summer reading programs; assignment alerts; and resource sharing. Reasons why there appears to be no movement to higher levels of cooperation and suggestions for future studies are discussed. Appendices include the survey and cover letter. (Contains 20 references.) (Author/SWC)

ED 401 940 IR 056 215

Smailes, Suzanne A.
Reliability of Coverage of Periodical Indexing of Lesbian Theological and Womanist Theological Articles in the ATLA Religion Database (1995).
PUB DATE- May 96
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Information; *Authority Control (Information); Cataloging; Classification; Databases; Electronic Text; Feminism; Indexes; *Indexing; Information Retrieval; *Journal Articles; Lesbianism; Library Research; *Optical Data Disks; Periodicals; *Subject Index Terms; Theological Education; User Needs (Information); User Satisfaction (Information); *Womens Studies
IDENTIFIERS- American Theological Library Association; Barriers to Information; *Lesbian Literature; Theology

This study examines the reliability of article coverage in the American Theological Library Association's (ATLA) Religion Database CD-ROM of two emerging theological fields: lesbian theology and womanist theology. Indexing predictability and consistency of coverage is important for the access of needed documents. There is concern that women's ideas, especially those of women who belong to marginalized groups, have been excluded in traditional indexing sources. This study attempts to evaluate the indexing reliability of the ATLA database by

ED 401 958 JC 960 696

Cook, Gary L.; Nussbaum, Thomas J.
California Community Colleges Student Attendance Accounting Manual.
PUB DATE- Sep 96
NOTE- 92p.; For the original 1983 Manual, see ED 234 846.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Apprenticeships; *Attendance Records; Average Daily Attendance; *College Attendance; *Community Colleges; Educational Legislation; *Residence Requirements; School Schedules; State Legislation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Presenting guidelines for student attendance accounting developed by the Chancellor's Office of the California Community Colleges, this manual provides an update to the original guide published in 1983. Chapter 1 explains general items such as the academic calendar, admissions policies, student classification by enrollment status, and conditions affecting apportionment. Chapter 2 discusses residency regulations and requirements, providing general definitions related to residency and explaining legal requirements for determining residency and issues related to military personnel, tacking, and exceptions. Chapter 3 reviews attendance accounting for full-time equivalent students (FTES), covering reporting periods, reporting date procedures, determining attendance, required classifications for reporting of hours of attendance, computation of FTES, application of attendance procedures, and flexible calendar operations. Chapter 4 explains procedures for audit accountability, detailing general considerations, requirements, suggested information to supplement documentation, audit resolution processes, required documentation tabulations, and record retention and destruction of records. Finally, chapter 5 presents accounting procedures for apprenticeship courses of related and supplemental instruction, focusing on attendance and funding. (TGI)

ED 401 959 JC 960 697

Walters, Judy E.; Shymoniak, Leonard
The Effectiveness of California Community Colleges on Selected Performance Measures, October 1996.
PUB DATE- Oct 96
NOTE- 86p.; For the 1995 Effectiveness Report, see ED 381 210.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Access to Education; *College Faculty; *College Outcomes Assessment; Community Colleges; *Educational Finance; Outcomes of Education; School Demography; *School Effectiveness; School Holding Power; School Personnel; Self Evaluation (Groups); State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California Community Colleges

This report presents data on the effectiveness of the California Community Colleges as of fall 1994 in the areas of student

student needs is gathered by using the Computerized Assessment and Placement Program (CAPP) and the Student Information Update (SIU). A CAPP is completed only once, but the SIU is filled out every semester that students register for classes. In general, CoC department heads were not aware of the SIU, but would welcome having access to it every semester. They reported that the students that they serve usually learn about their services via word of mouth. Recommendations for improvement focus on using new technology, such as computer kiosks for students to access their applications, a CoC Internet home page, or expansion of the current telephone registration system. Finally, administrators at Moorpark College indicated that they have been using a system similar to that at CoC, while Glendale Community College uses forms similar to the SIU. Contains summaries of each department head's responses. The CAPP and SIU forms are appended. (AJL)

ED 401 978   JC 970 014

Frise, Dan
An Analysis of Student Assessed Skills and Assessment Testing.
PUB DATE- Aug 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Correlation; Educational Assessment; Mathematics Skills; *Predictive Validity; Reading Skills; *Self Concept; *Self Evaluation (Individuals); *Study Skills; Two Year Colleges; *Two Year College Students; Writing Skills
IDENTIFIERS- College of the Canyons CA

At study was undertaken at California's College of the Canyons (CoC) to investigate the relationship between students' self assessments of skills on Computerized Assessment and Placement Programs forms and results from assessment tests in mathematics, reading, and writing. Data were collected on students who enrolled at the college in fall 1995 and spring 1996. The results of the students' assessments of their skills indicated that, on a scale of inadequate, adequate, good, and excellent, students ranked their listening, problem solving, speaking, writing, and reading skills as good, but their mathematical skills as adequate. In addition, students believed that between 2-3 to 4-5 hours of studying would be sufficient to receive a grade of "C" or higher. Results from the assessment tests indicated that students' received the highest scores for reading skills, the second highest for writing skills, and the lowest scores for mathematics skills. The results for all three tests indicated that students were generally successful at rating their own skills. Based on these findings, it was recommended that students continue to self-rate their learning and study skills, but that conclusive decisions on student placement should not be based solely on individuals' self-ratings. (AJL)

ED 401 979   JC 970 015

Gerda, Joseph
English Writing Placement Recommendations at College of the Canyons: An Analysis of Disproportionate Impact.
PUB DATE- Aug 96
NOTE- 10p.; For a related report on reading placement recommendations, see JC 970 016 and JC 970 018.
LANGUAGE- English

Smith, Ellen W.; Droege, Kristin L.
Group-Level versus Dyadic-Level Measurement of Caregiver Sensitivity in Child Care.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Caregiver Child Relationship; Day Care; Family Day Care; *Measurement; Measurement Objectives; *Measurement Techniques; Observation; Parent Child Relationship; Research Methodology
IDENTIFIERS- *Caregiver Attitudes; Caregiver Behavior; *Caregiver Evaluation; Caregiver Response

Adult sensitivity toward young children has long been considered an important component of quality caregiving. Because most studies of child caregiver sensitivity have measured behavior toward a group of children, knowledge of important differences in behavior toward individual children, as well as a way to compare mother and "other" care, are lacking. This study investigated the relation between observational items developed to assess mother care and measures traditionally used to assess child care providers, specifically the group-level Arnett Scale of Caregiver Sensitivity. Subjects were 23 licensed family child care providers. They were observed on a typical day care morning using the Arnett scale and the Family Day Care Rating Scale; to assess the sensitivity of a caregiver to an individual target child, an observational tool developed as part of the Child Outcome Study (COS) of the National JOBS (Job Opportunities and Basic Skills program Evaluation was used. Results showed a significant correlation between the Arnett subscales and the COS sensitivity factor. This outcome, considered along with Oldham's (1995) work, supports the importance of examining dyad-level caregiver behavior as well as group-level behavior. (EV)

ED 401 998 PS 023 974

Scofield, Richard T., Ed.
School-Age NOTES. 1995.
PUB DATE- 95
NOTE- 98p.; For volume 14, see ED 382 331.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- After School Programs; Behavioral Objectives; Behavior Modification; Caregiver Role; Child Caregivers; Constructivism (Learning); Coping; *Curriculum Development; *Day Care Centers; Elementary Education; Government Role; *Instructional Materials; Internet; Newsletters; Parent Teacher Cooperation; *Professional Development; *Program Improvement; Safety; *School Age Day Care; Standards; Summer Programs
IDENTIFIERS- Black History Month; Multiple Intelligences; *National School Age Child Care Alliance; Womens History Month

These 12 newsletter issues supply educational resources to providers of school-age child care. Each eight-page issue may include several feature articles; activities that providers can use with children; descriptions of professional development activities and training programs; information on books, pamphlets, and other educational materials in the field; legislative notes; and a list of school-age care (SAC) constitutive role with the emergence of conditional reasoning; and (3) that language and formal logic are mutually constitutive. The meanings language conveys enable representation of the premises, and the syntax enables coordination. Contains 13 references. (AA)

ED 402 016 PS 024 698

Encouraging Responsible Fatherhood. Hearing on Examining Initiatives To Encourage Responsible Fatherhood before the Subcommittee on Children and Families of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, Second Session.
PUB DATE- 23 May 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Change Strategies; Childhood Needs; Child Rearing; Child Welfare; Divorce; Early Parenthood; Family (Sociological Unit); *Fatherless Family; *Fathers; Hearings; Marriage; One Parent Family; *Parent Participation; *Parent Role; Policy Formation; Program Effectiveness; *Public Policy; *Social Change; Social Problems; Unwed Mothers
IDENTIFIERS- Congress 104th

This hearing transcript presents statements regarding programs that facilitate involvement of marginal or absentee fathers in the upbringing of their children. Opening or prepared statements, reiterating the increase in paternal abandonment and its attendant social costs, are presented for Indiana Senator Dan Coats, Chair of the Subcommittee on Children and Families, North Carolina Senator Lauch Faircloth, and for Connecticut Senator Christopher Dodd. Statements and testimony are then presented from four administrators of programs intended to encourage greater paternal responsibility, including the president of the "Promise Keepers" initiative. These statements and testimony explore the detrimental effects of absent fathers, examine policy issues including paternal visitation rights and the cultural construct of marriage, and describe efforts of their various organizations to encourage paternal responsibility. A statement from the president of the Children's Rights Council, on certain policies that have contributed to the increase of absent fathers and changes that would encourage positive parenting, concludes the transcripts. (HTH)

ED 402 017 PS 024 699

Oversight of the Healthy Start Demonstration Project. Hearing on the Implementation of the Healthy Start Demonstration Project of the Department of Health and Human Services, Created To Reduce Infant Mortality, and Its Proposed Authorization for Fiscal Year 1997 of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, Second Session.
PUB DATE- 16 May 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; *Demonstration Programs; *Financial Support; Hearings; *Infant Mortality; Integrated Services; Program Effectiveness; Public Policy; Social Services; Well Being

strengths and weaknesses of the design process. Chapter 8 offers thoughts about tomorrow, suggesting answers to the questions: What will our future approaches to teaching and learning be?, What will our future technologies be?, Where will our future technologies be used?, Where will our future technologies be created?, and What will not change? A chapter-by-chapter bibliography of approximately 200 items is appended. (BC)

ED 402 035   PS 024 797

Gutloff, Karen, Ed.
Multi-Age Classrooms. NEA Teacher-to-Teacher Books.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Cooperative Learning; *Educational Improvement; Grade Repetition; *Grouping (Instructional Purposes); Mentors; *Mixed Age Grouping; Multigraded Classes; Parent Attitudes; Parent School Relationship; Peer Relationship; Personal Narratives; *Primary Education; Professional Isolation; Student Attitudes; Student Leadership; Team Teaching; Thematic Approach
IDENTIFIERS- Buddy System; Multiple Intelligences

This guide is designed for elementary school teachers to assist them in developing multi-age classrooms as part of their school restructuring efforts. Each of six sections presents a story from teachers who describe the challenges and joys of multi-age teaching, from parent backlash to school district support and praise. Section 1, "Step by Step" (Rene Goularte), describes the mistakes and successes of setting up a primary multi-age classroom. Section 2, "Classroom Buddies" (Patty LaRose and Mary-Ellen Moon), discusses a buddy system used to ease first graders into multi-age classes and turn third graders into leaders and mentors. Section 3, "When Students Resist" (Kristie Colwell-Cornett, and Others), examines the challenges of combining middle school students with elementary school students and how flexible grouping and cooperative learning helped teachers meet that challenge. Section 4, "Sailing the Sea As We Build the Boat" (Debra Hime and Carolyn Moore), describes a multi-age program which reduced the retention rate. Section 5, "Teaming for Success" (Kris Clark), discusses how two teachers used team teaching and multi-age classes to eliminate classroom isolation and create teacher support networks. Section 6, "Multi-Age From the Ground Up" (Bobbie Faulkner and Patricia Faiveley), presents an elementary school multi-age program using integrated thematic teaching and recent research in cognitive learning and multiple intelligences. Reader reflections sections provide space for readers to record related insights and action points for their school. A glossary concludes the guide. Contains 43 references. (KDFB)

ED 402 036   PS 024 798

Gupta, Anubha; Verma, Suman
Preference for Social Support by Indian Street Children and Adolescents in Stressful Life Situations.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

interdisciplinary teaming and integrated curriculum, which allows teachers to develop integrated thematic units and students to see curriculum as a whole. Chapter 6 explores instructional practices including responsive practice, cooperative learning, role play, individual study topics, inquiry, and more. The final chapter describes assessment practices which are appropriate for young adolescents. The book concludes with an extensive list of resources for middle level educators such as reform reports, teacher education articles, and professional organizations. Contains 55 references. (SD)

ED 402 053 PS 024 823

Organizing a Successful Family Center in Your School: A Resource Guide.
PUB DATE- 96
NOTE- 63p.; Adapted with permission from "Organizing a Successful Parent Center," published by the California Department of Education, 1994.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Education Service Centers; Elementary Secondary Education; Family Role; *Family School Relationship; Information Centers; *Parent Participation; Parent Role; *Parent School Relationship; Participation; Partnerships in Education; Resource Centers; *School Community Programs; *School Community Relationship; School Involvement; Student School Relationship; Teacher Participation
IDENTIFIERS- *Parent Child Centers; Wisconsin

Often, parents walk into their children's schools and feel as if they don't have a place to "hang their hats." This guide argues that districts should establish a school family center as a focus of activity and learning for parents, school supporters, and children. The goal of the family center is to provide an avenue for participation in schools, thereby strengthening them. The guide begins with a definition of family centers and their purpose, and describes six focuses of family-community partnerships, including parenting skill development, communication between school and home, volunteerism, learning at home, decision making and advocacy, and community outreach. The guide continues with descriptions of the family center environment and the advantages of a family center. It suggests a committee development approach and provides ideas on specific tasks the committee should undertake, including choosing a location, funding options, equipment requirements, and staffing issues. The guide also addresses types of activities to offer and ways to maintain interest and participation in the center. The guide ends by covering how the family center should be evaluated, handling common problems, and key characteristics of successful family centers. Eight appendixes provide information on resources, partnership frameworks, family-school communication, parental participation, employer participation, creating a welcoming atmosphere, what families want to know, and family involvement. (SD)

ED 402 054 PS 024 824

Smyth, Jane
Let's Tell Stories: Sharing Stories with Young Children. AECA Resource Book Series, Volume 3, Number 3.

(2) teacher interventions (e.g., changing the social environment or minimizing stress or embarrassment); and (3) other kinds of psychological interventions (e.g., encouraging children to join volunteer groups or recreational organizations outside of school). The following are specific teacher strategies for coping with shy and withdrawn students: (1) use interest inventories to determine their interests, then use these interests as bases for conversations or learning activities; (2) display their (good) artwork or assignments; (3) assign them as a partner to a classmate who is popular and engages in frequent contact with peers; (4) check with shy students frequently if they are prone to daydreaming; (5) help shy children to set social development goals and assist them by providing training in social skills; (6) provide them with information needed to develop social insight, suggesting ways for them to initiate productive peer contacts or to respond more effectively to peer initiations; (7) provide them with a designated role that will give them something to do and cause them to interact with others in social situations in which they might otherwise become shy and retreat to the fringes of the group; (8) teach them social "door openers" for greeting others and speaking to them in person or on the telephone; (9) make time to talk with them each day and listen carefully and respond specifically to what they tell you; and (10) use bibliotherapy materials. (LPP)

ED 402 071 PS 024 847

Markham, Robert M.; Shelly, Paul
Coming from Behind: A "Catch-up" Philosophy in Education. The Story of Carver Middle School.
PUB DATE- Oct 96
NOTE- 41p.; A paper based on this report was presented at the Annual Conference and Exhibit of the National Middle School Association (23rd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Block Scheduling; *Educational Improvement; High Risk Students; Intermediate Grades; Junior High Schools; Low Income Groups; Mentors; *Middle Schools; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Peer Teaching; Program Descriptions; Program Evaluation; Remedial Instruction; School Community Relationship; Teacher Student Relationship; Team Teaching; Tutoring
IDENTIFIERS- Adopt a School; *Meridian Public Schools MS; Middle School Students

Because of the high number of at-risk students at Carver Middle School (Meridian, Mississippi), the principal developed several programs to bring student achievement to the level commensurate with other students around the nation. The Early Bird Program is a Chapter One program of individualized work in math, reading, and language arts classes to provide remediation for students reading below grade level. The Safety Patrol program involves selection of students who are repeatedly referred to the principal's office for behavior problems to serve as patrol guards, with the goals of: (1) teaching participants self discipline; (2) giving students the chance to succeed and shoulder real responsibility; and (3) offering positive reinforcement and incentives for students who change their behavior. The Adopt-a-Student/Advisor-Advisee program involves the "adoption" of 6 to 15 students by a teacher who takes a tables by county on a topical basis including: (1) "1993 Utah Families: Demographics and Economics" which addressed poverty, income, hunger, taxes, homelessness, and housing; (2) "1993 Child Protection" which examined abuse, neglect, foster care, adoption, and domestic violence; (3) "1992 Maternal and Child Health" which examined pregnancy, births, low birth weight, infant death, child death, WIC participation, health care access, family planning, disabilities, infectious disease, AIDS/HIV, and sexually transmitted diseases; (4) "1993 Juvenile Justice" which addressed juvenile court, gang activity, and youth corrections; and (5) "1993 Mental Health" which studied mental illness, hospital inpatient discharges, and substance abuse. (SD)

ED 402 090 PS 024 870

Kentucky's Children: County Data Book, 1994.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Singlewomen; Birth Weight; Child Abuse; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Economically Disadvantaged; Infant Mortality; Infants; Mortality Rate; One Parent Family; *Poverty; Sexual Abuse; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- *Kentucky; Working Poor

This report provides a statistical portrait of Kentucky children's well-being, by county and in the state overall. Part 1 of the report, "Young Families in Peril," profiles poverty in the state, noting that the vast majority of poor families are working, married-couple households; however, families with household heads younger than 30 years are twice as likely to be poor as families with older household heads. Part 2, "State and County Data," gives narrative descriptions of trends and statewide and county statistics on child poverty, births, births to teenagers, single parents, students in school, and child abuse and neglect. Findings indicate that, during the 1980s: (1) child poverty increased from 20 to 25 percent; (2) the birth rate was stable, with an infant mortality rate of 8.0 per 1,000 live births in 1993; (3) county teenage birth rates are inversely related to county per capita income, with an overall teen birth rate of 21.4 per 1,000 population of females ages 12 through 17; (4) the number of children living with a single parent increased by 62%; (5) the transition rate (percentage of high school graduates who have gone on to further school and who are employed) averaged 93 percent, the state dropout rate (defined as the percentage of students enrolled in grades 7 to 12 who do not enroll in school the next year) is 3.5 percent, with about 46 percent of students eligible for a free or reduced price lunch; and (6) the number of children reported abused or neglected doubled. (KDFB)

ED 402 091 PS 024 871

Georgia Kids Count Factbook, 1992.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 92
NOTE- 169p.
LANGUAGE- English

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Adults; Child Health; Children; *Child Welfare; Health Programs; *Public Opinion; State Programs; State Surveys; Statistical Surveys; Taxes; *Well Being
IDENTIFIERS- *Connecticut

A poll of the attitudes of Connecticut citizens toward children in the state was commissioned by Kids 2000, a project of the Connecticut Association for Human Services, and was conducted by the Institute for Social Inquiry at the University of Connecticut as a telephone interview of 500 randomly selected adult residents. Questions asked covered such topics as trends in children's quality of life, the priority placed by the state on children's programs, willingness to pay more taxes for programs earmarked for children, state provision of child care, and provision of health care for pregnant women and children. All statistics indicated support on the part of the state's citizens for children's programs. The findings of this survey can be reduced to a single sentence: "Connecticut citizens across a broad spectrum are profoundly concerned about children and they are willing to invest more of their own money--through taxes--to help them." (EV)

ED 402 109 PS 024 925

Volk, Dinah
Siblings as Teachers: Activity Settings in the Home of a Puerto Rican Kindergartner.
SPONS. AGENCY- Cleveland State Univ., OH. Urban Child Research Center.
PUB DATE- Sep 96
NOTE- 20p.; Paper presented at the Ethnography and Education Conference (Oxford, England, United Kingdom, September 9-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; Definitions; Family Environment; Hispanic Americans; Kindergarten; Kindergarten Children; Parent Child Relationship; *Parents as Teachers; Primary Education; Puerto Ricans; *Sibling Relationship; Spanish Speaking
IDENTIFIERS- *Activity Settings; Hispanic American Students; Play Learning; Zone of Proximal Development

This study explored the teaching and learning of school-related knowledge and skills in the home of a Spanish-dominant Puerto Rican kindergartner. The teachers, in this case, were the child's older siblings. The study was part of a larger exploration of language use in the classroom versus the home during activities defined by adults as lessons. Several hours of observation and audiotape recordings were conducted in the subject's home and were analyzed within the context of activity settings. (Activity settings are mediating contexts between culture and individual lives; they are goal-directed and collaborative interactions in which teaching and learning occur, and are defined by their components: personnel, cultural values, tasks, immediate motives, and scripts.) Interactions in the activity settings discovered during this study were analyzed on three levels. At the level of individual

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Boarding Schools; Consolidated Schools; *Group Unity; High Schools; High School Students; *Magnet Schools; Residential Programs; *Rural Schools; *Student Attitudes; Student Surveys
IDENTIFIERS- Maine; *Sense of Community

This paper compares the sense of belonging of students at the Maine School of Science and Mathematics (MSSM), a boarding magnet school in rural Maine, with that of students at a rural consolidated public high school serving two towns. This type of structure is known as a Maine School Administrative District (SAD). The school is identified as SAD 2000. The 18-item Psychological Sense of School Membership Scale was completed by 271 students: 144 female, 127 male. Resident students numbered 183 and nonresidents 88. The students at MSSM showed a greater sense of belonging than did the students at SAD 2000. Twelve of the 18 items significantly differentiated between the students of the two schools. In looking at the breakdown of SAD 2000 students, there were no significant differences between residents and nonresidents (who had chosen to attend this high school) and no significant differences by gender within or across either group. (TD)

ED 402 127 RC 020 792

Plucker, Jonathan; And Others
Aspirations of Students Attending a Science and Mathematics Residential Magnet School.
PUB DATE- Oct 96
NOTE- 8p.; Paper presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Educational Environment; *Gifted; High Schools; *High School Students; Life Satisfaction; *Magnet Schools; School Attitudes; Self Concept; *Student Attitudes; Student Motivation
IDENTIFIERS- Maine

A survey examined educational aspirations and perceptions of school climate among gifted students at the Maine School of Science and Mathematics, a state-funded rural magnet school serving grades 11 and 12. Students at the magnet school completed the 84-item Grades 6-12 Aspirations Survey, returning 97 usable forms. The instrument has 12 scales: 2 measure student aspirations, 8 measure student perceptions of school climate, and 2 estimate student enjoyment of life and achievement motivation. Results were compared to an archive of survey data from 260 11th- and 12th-grade students of general ability. Compared to the archive data, magnet school students reported higher levels of aspirations, achievement motivation, general enjoyment of life, and perceptions of school climate conditions. Findings suggest that high-ability secondary students attending magnet schools have high aspirations, higher than those of students in a general-ability sample. In addition, magnet school students appear to perceive a school climate that is supportive and fosters achievement and aspirations to a greater extent than do general-ability students attending traditional high schools. Contains 20 references. (SV)

ED 402 128 RC 020 793

This is a collection of 20 stories that focus specifically on the experience of growing up Chicana/o. A foreword by Rudolfo Anaya provides background on the development of Chicano literature. The stories are presented in four sections that explore the themes of heritage and actual and metaphorical boundaries, the importance of grandparents and other family members in Chicano consciousness, educational experiences in school and community, and rites of passage. Each entry includes an author profile that comments on the influence of childhood experiences on the writer. Stories and excerpts are "The Ruins" (Patricia Preciado Martin); "The Iguana Killer" (Alberto Alvaro Rios); "Dona Tona of Nineteenth Street" (Louie The Foot Gonzalez); "Juana Ines" (Alicia Gaspar de Alba); "Abuela" (Rosa Elena Yzquierdo); "Nubes" (from "Nambe--Year One") (Orlando Romero); "The Horned Toad" (Gerald Haslam); "The Moths" (Helena Maria Viramontes); "The Scholarship Jacket" (Marta Salinas); "The Circuit" (Francisco Jimenez); "Concha" (Mary Helen Ponce); "Eleven" (Sandra Cisneros); excerpt from "Pocho" (Jose Antonio Villareal); "Sister Katherine" (David Nava Monreal); "Una Edad Muy Tierna, M'ija" (Thelma Reyna); "Salomon's Story" (from "Tortuga") (Rudolfo Anaya); prologue for "The Comstock Journals" (or "Sotol City Blues") (Olivia Castellano); "The Bike" (from "A Summer Life") (Gary Soto); "The Castle" (Ron Arias); and "The McCoy Hotel" (Denise Chavez). (SV)

ED 402 146 SE 058 066

Murphy, Nancy
Multicultural Mathematics and Science: Effective K-12 Practices for Equity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Cultural Context; Curriculum; Educational Change; Educational Strategies; Elementary Secondary Education; *Equal Education; *Multicultural Education; Parent Participation; Scientific Literacy; Standards; Technology
IDENTIFIERS- ERIC Digests; Reform Efforts

Educational reform initiatives such as the National Council of Teachers of Mathematics (NCTM) Standards, National Science Education Standards, and Project 2061 provide guidelines to reduce the diversity gap in science and mathematics literacy. Schools are applying these guidelines to classroom practices by posing questions about what changes are feasible given the multiple pressures of today's schools. This digest provides references to successful practices which have increased mathematics and science achievement among diverse student populations. Topics discussed include: (1) Eliminating Tracking, Increasing Expectations and Course Requirements, and Changing Course Content Sequences; (2) Using Technology; (3) Enhancing Life Skills Through Mathematics and Science Literacy; (4) Capitalizing on Cultural Learning Styles and Culturally Relevant Curricula; (5) Engaging Parents as Active Partners; and (6) Increasing Affective and Academic Support for Students. Contains 23 references. (JRH)

ED 402 147 SE 058 067

tube, Bernoulli Box, chain wave, collapsible truss bridge, double wave device, eddy currents raceway, full-length mirror, geodesic domes, giant magnetic tangrams, harmonic cantilever, hyperboloid of revolution, lifting lever, liquid crystal wall, magnetic follow-the-leader, magnetic pendulum, make a mobile, Moebius zippers, parabolic spinners, phosphorescent flashlight wall, Platonic solids, resonant rods, turn-over table, vanisher, velcro marble run, WarmeBilder; weight changer, window bird feeder, and windy city. (DDR)

ED 402 169 SE 059 257

Project Mosaic: Museums at the Crossroads.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Involvement; Cultural Pluralism; Elementary Secondary Education; Evaluation; *Museums; *Organizational Change; Outreach Programs; Science Education
IDENTIFIERS- Informal Education

In 1992, the American Association for the Advancement of Science (AAAS) launched a 3-year project titled Natural Resources for Equity in Science: Connecting Museums and Community Groups, also known as Project MOSAIC (Museums Offering Science Assistance in the Community). This manual and accompanying video, designed by Project MOSAIC, covers information ranging from convening an equity team to creating an assessment plan to involving community groups. It is a practical guide responsible for moving the museum along the continuum towards greater diversity. For the director, the manual provides advice about managing change while for the equity team, it provides advice about carrying out an institution-wide assessment process and the development of recommended actions. The manual is organized around the following components of a process of creating change: convening an equity committee to develop an institutional plan, developing partnerships with community-based organizations, conducting an institutional assessment, and designing an action plan to increase the participation of underserved communities. Appendices contain site reports, assessment instruments, and readings on cultural diversity. (JRH)

ED 402 170 SE 059 307

Brumbaugh, Doug
Scratch Your Brain Where It Itches: Math Games, Tricks and Quick Activities, Book D-1 Algebra.
PUB DATE- 94
NOTE- 81p.; For other books in this series, see ED 401 158-160 and SE 059 308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Algebra; *Classroom Techniques; *Critical Thinking; *Educational Games; Elementary Secondary Education; Graphs; *Learning Activities; *Manipulative Materials; Mathematics Instruction; Measurement; *Problem Solving

presents data on participation of underrepresented groups in science and engineering and documents factors important to success in those areas in precollege, undergraduate, and graduate education, and employment. The data and analyses presented here can be used to track progress, inform development of policies to increase participation in science and engineering, and evaluate the effectiveness of such policies. Chapter 2 focuses on precollege mathematics and science education including science and mathematics achievement, course taking, attitudes toward science and engineering, and school differences in curricula, resources, activities, and teacher qualifications. Chapter 3 examines undergraduate education as preparation both for careers and for graduate education. It presents data on trends in enrollment and degrees in 2- and 4-year colleges and universities, characteristics of first-year students, and financial support. It also discusses attrition and characteristics of undergraduate environments that are conducive to retention of women, minorities, and students with disabilities. Chapter 4 addresses graduate enrollment, degrees, and financial support. It presents data on trends in enrollment and degrees, primary source of support in graduate school, time to completion of a Ph.D., and post-doctoral fellowships. Chapter 5 examines employment patterns including unemployment, underemployment, full- and part-time employment, and employment by field and sector. It also examines career patterns and attrition out of science and engineering and focuses separately on academic and nonacademic employment. (JRH)

ED 402 193   SE 059 498

Freedman, Suzette D.
25 Activities To Connect Writing and Math, Grades 1-3.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Content Area Writing; Cooperative Learning; Elementary Education; *Interdisciplinary Approach; Manipulative Materials; *Mathematical Concepts; Problem Solving; Student Attitudes; Writing Assignments
IDENTIFIERS- *Mathematics Activities

This book is designed to provide teachers with numerous ideas about how to infuse mathematics and writing into their classroom in creative and challenging ways and to encourage students to visualize, speak, and write about math. The activities described here can help students communicate mathematically and realize that there is more to math than computation alone. They range from writing in various forms to writing to express a feeling to giving directions. Each activity also includes a teaching tip or an activity extension which gives further suggestions on how to organize or introduce the activities and how to take them to another level. Many activities are also accompanied by student samples that show how students were able to make math and writing connections work for them. Topics include defining terms, mathematical concepts, mathematical symbols, mathematical captions, days of the month, special numbers, math manipulatives, word problems, math games, fractions, making change, art in problem solving, recipes as mathematical springboards, explanation of problem solving, estimation, measurement, temperature, feelings about math activities, cooperative learning, programming time on

Outis, Janet
Improving Motivation of Sixth Grade Music Students through Curriculum Interventions and Teaching Practices.
PUB DATE- May 94
NOTE- 55p.; Masters Research Project, Saint Xavier University Illinois.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Change Strategies; *Educational Improvement; *Grade 6; Integrated Activities; Intermediate Grades; Middle Schools; *Music Education; Student Attitudes; *Student Motivation; Teacher Behavior
IDENTIFIERS- Multiple Intelligences

This report describes a program for improving the motivation of sixth grade students in the music class and for increasing their understanding of the relevancy of music in their total curriculum. The students are part of a low to middle class suburban community located in northeastern Illinois. The problem was noted originally by the music teacher who found that, as students progressed to the intermediate grades, they began to question the importance of music and what value it had in their future lives. The teacher also noted that students showed a lack of effort and achievement in the classroom music activities. Teacher observation was confirmed by the administration of a student attitude survey. Analysis of the probable cause data revealed that students did not feel that music was an important subject and lacked confidence in their musical skills and abilities. Students did not understand the relationship of music to other areas of the curriculum and the importance of music in their lives. Probable cause data from the literature indicated that individuals today are more passive in their music participation than in the past. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three intervention plans: implementation of an integrated unit of study; an emphasis on activities using the various intelligences as noted by Howard Gardner; and plans to raise the self-esteem of the students through changes in teacher behavior. The solution strategy implemented resulted in positive outcomes. Students showed increased effort and achievement in the music class, gained a better understanding of the relevancy of music in the curriculum, and showed increased self-esteem. (JO)

ED 402 215   SO 025 715

Abhau, Marcy, Ed.; And Others
Architecture in Education: A Resource of Imaginative Ideas and Tested Activities.
PUB DATE- 92
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Education; *Architecture; Art Education; Building Design; *Built Environment; Elementary Secondary Education; Interior Design; Social Studies; *Urban Planning

traditional Khmer arts, and an attempt was made to understand what went on in a classroom devoted to Khmer youth making Khmer art under the guidance of Khmer teachers. This document is intended as a contribution to a more public discussion of some of the educational issues related to the residency. This paper addresses questions of multiculturalism and folk arts in education, outlines some of the educational issues raised by the residency, and details some of the successes and failures of the project. The paper's appendices include background on the participating artists, questions for educators, and a resource list. (DQE)

ED 402 238 SO 026 350

Wakefield, Claudette
Pakistan and the Five Themes of Geography. Fulbright-Hays Summer Seminar Abroad Project, 1994.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Foreign Countries; *Geography; Islamic Culture; Multicultural Education; Non Western Civilization; Religion Studies; Secondary Education; Social Studies; Teaching Methods; Topography
IDENTIFIERS- Cultural Studies; Fulbright Hays Seminars Abroad Program; Geography Curriculum Project; *Pakistan

Using the country of Pakistan, this project is designed to reinforce student knowledge about the five themes of geography and to develop creative ways of transferring written information into maps, charts, and timelines. The five themes are location, place, human-environmental relations, movement, and regions. Students are asked to present information about Pakistan in a visually attractive, original, and understandable manner. A blank map of Pakistan and questions for teachers are included to help students broaden their understanding of Pakistan. A 21-item list of related reading materials is provided. Graphs are included featuring information about Pakistani age distribution between males and females, population growth, the different ethnic groups, languages, religions, and health of the people. Four maps of Pakistan conclude the paper. (JAG)

ED 402 239 SO 026 351

Wilson, William E.
Islam through the History and Culture of Pakistan. Fulbright-Hays Summer Seminar Abroad Project, 1994.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Comparative Analysis; Foreign Countries; Islamic Culture; Multicultural Education; Non Western Civilization; *Political Science; *Politics; Religion Studies; Secondary Education; Social Studies; Teaching Methods
IDENTIFIERS- Canada; Cultural Studies; Fulbright Hays Seminars Abroad Program; Japan; *Pakistan

Equipment"; (2)" Fabric and Thread"; (3) "The Quilt Components"; (4) "Adjusting the Size"; (5) "Determining Fabric Quantities"; (6) "Preparing Patterns and Templates"; (7) "Marking and Cutting the Pieces"; (8) "Stitching and Pressing the Pieces"; (9) "Understanding Applique"; (10) "Quilting Styles"; (11) "Quilting and Tufting"; (12) "Finishing the Quilt Edges"; (13) "Documenting Your Quilt"; (14) "Preparing Your Quilt for Wall Display"; and (15) "Caring for Quilts." A subject index concludes the book. (MM)

ED 402 260 SO 027 361

Rings: Five Passions in World Art. Multicultural Curriculum Handbook.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 96
NOTE- 115p.; Includes 15 posters and 15 overhead transparencies not available from EDRS. Produced by the Atlantic Committee for the Olympic Games Cultural Olympiad.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Aesthetics; Art; Art Activities; *Art Appreciation; *Art Criticism; *Art History; *Cross Cultural Studies; Cultural Awareness; *Discipline Based Art Education; Elementary Secondary Education; *Multicultural Education; Non Western Civilization; Thematic Approach; Units of Study; Visual Arts; Western Civilization
IDENTIFIERS- Cultural Olympiad

This curriculum handbook uses a discipline based art education (DBAE) approach, and includes lessons appropriate for use with students in grades 3-12. Five units address themes of universally experienced emotions: love, anguish, awe, triumph, and joy. Art exemplars are draw from among the international cultures represented in the High Museum of Art's exhibition, "Rings: Five Passions in World Art," which was presented in conjunction with the 1996 Cultural Olympiad in Atlanta, Georgia. Each unit contains three sections that address the unit theme through three diverse cultural images. Sections are similarly formatted to include: (1) an introduction that relates the presented image to the theme; (2) historical information "About the Work" and "About the Artist"; (3) "Main Ideas"; (4) "How the Four Disciplines Contribute to Our Understanding"; (5) "Connections to Other Areas of Study"; (6) "Vocabulary"; (7) "Initial Script," which suggests ways to involve students in critically viewing images; and (8) "Activities" for discussion, critical thinking and viewing, and art making. The resource includes 15 poster reproductions and a set of color overhead transparencies. The handbook also contains black and white reproducible images for use in individual learning activities. Contains 13 references. (MM)

ED 402 261 SO 027 365

Perkinson, Kathryn
Helping Your Child Learn Geography, with Activities for Children from 5 to 10 Years of Age. Revised.
PUB DATE- Oct 96
NOTE- 41p.; "Published by U.S. Department of Education in cooperation with U.S. Geological Survey and National Geographic Society." For the 1990 edition, see ED 313 316.
LANGUAGE- English

programs; assessment; and career education. Differences between the existing and the proposed teacher preparation/staff development system are described, followed by discussions of fundamental principles, competencies, and preparation and professional development systems for preservice teachers, inservice teachers, and administrators. Commission member biographies, and a glossary are also included. (Contains 320 references.) (ND)

ED 402 282 SP 037 033

Recommendation of Strategic Directions for Professional Development in Maryland Public Schools, 1996-2000.
SPONS. AGENCY- Maryland State Board of Education, Baltimore.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Change Strategies; Curriculum Development; *Educational Change; Educational Objectives; Educational Trends; Elementary Secondary Education; *Faculty Development; *Professional Development; Public Schools; *State Programs; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Maryland

This plan outlines the proposed professional development strategies and actions required for Maryland to achieve full success of the "Schools For Success 2000" school reform efforts. The plan's vision is reviewed and the leadership, resources, support systems, strategic alliance partner, best practices, and educational goals required to achieve the plan are examined. The state professional development in Maryland is described, and the nine design principles that define effective professional development and provide a framework for the design of the strategic plan are examined. These strategies to achieve the vision with professional development serve as the bridge between educational goals and student achievement. They are: (1) implement effective professional development practices linked to improved student performance across Maryland; (2) examine and realign existing support systems (i.e. time, money, technology, staffing needs, assessment, performance feedback, accountability, etc.) to create a cultural which encourages and sustains effective professional development; and (3) provide visible leadership and advocacy for professional development. Finally, implementation guidelines suggest ways to make these strategies and actions successful. Appendices include: action plan details; key elements of individual professional development plan; National Staff Development Council (NSDC) Standards; recommendations for The Educators Academy of Maryland (TEAM); survey comments on professional development from Maryland NEA Delegation (July 1995); "The New Consensus on Professional Development" (Linda Valli); Charter for Professional Development Plan Implementation Leadership Committee; and committee membership list. (ND)

ED 402 283 SP 037 038

Telese, James A.
Field-based Interns' Philosophical Perspectives on Teaching.
PUB DATE- Oct 96
NOTE- 33p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (Charleston, SC, October 11, 1996).

students are taught by out-of-field teachers: 20 percent in English classes, 25 percent in mathematics, 39 percent in life science or biology, 56 percent in physical sciences classes, and over 50 percent in history or world civilization. Low-income schools had higher levels of out-of-field teaching than did more affluent schools; schools serving predominantly minority student populations did not have higher levels of out-of-field teaching than did schools serving predominantly white students. In several fields, students in both low-track and low-achievement-level classes were more often taught by out-of-field teachers than were students in high-track and high-achievement-level classes; however, predominantly minority classes did not have higher levels of out-of-field teaching than did predominantly white classes. Students in seventh and eighth grade classes were more often taught by out-of-field teachers than were senior high students. Data tables are included. Appendix A contains standard errors; Appendix B lists additional resources on the 1990-91 Schools and Staffing Survey, which served as the basis for the study. (Contains 31 references.) (ND)

ED 402 303 SP 037 066

Laskey, Louise, Ed.; Beavis, Catherine, Ed.
Schooling & Sexualities: Teaching for a Positive Sexuality.
PUB DATE- 96
NOTE- 281p.; Selected papers from the Annual Conference of the Deakin University Centre for Education and Change (Geelong, Victoria, Australia, October 1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Developmental Psychology; *Educational Change; Foreign Countries; Higher Education; Secondary Education; Sex Bias; *Sex Education; Sexual Harassment; *Sexual Identity; *Sexuality; Social Development
IDENTIFIERS- Deakin University (Australia)

This collection of papers contains a Foreword by Jane Kenway, an Introduction by Louise Laskey and Catherine Beavis, and four sections. Section 1, Schools and the Social Construction of Sexuality, contains 3 chapters: (1) Power and Partnership? Challenging the Sexual Construction of Schooling (D. Denborough); (2) Where Do You Draw the Line? Education and Sexual Identities (L. Beckett); (3) Men, Masculinity and Heterosexuality (C. McLean). Section 2, Teaching About Sexuality, contains 6 chapters: (4) Sexuality Education: Fact, Fiction & Fallopian Tubes (P. Gourlay); (15) "A Rainbow in My Heart": Interweaving Ethnicity and Sexuality Studies (M. Pallotta-Chiarolli); (6) Teaching for a Positive Sexuality: Sounds Good, but What About Fear, Embarrassment, Risk and the "Forbidden" Discourse of Desire? (L. Harrison, L. Hillier, J. Walsh); (7) Issues in Developing a Strategic Plan for STD/AIDS Prevention Education in the Secondary School (D. Ollis); (8) Can We Do Better Than Negative Consent?: Teenagers Negotiating Sexual Encounters (A. Mitchell, R. Peart, D. Rosenthal); (9) Representations of Sexuality in the National Curriculum (B. Marshall). Section 3, Teaching Against Homophobia, contains 6 chapters: (10) What's in It for Me?: Teaching against Homophobic Discourse (R. Misson); (11) The Poof Paradox: Homonegativity and Silencing in Three Hobart High Schools (J. Butler); (12) Acting Like a Girl: Lesbian Challenges to Constructions of Gender and Schooling (S. Renew); (13) Keeping a Straight Face: Schools, Students, and Homosexuality-Part 1 (A. Nickson); (14) Keeping a Straight Face: Schools, Students, both to society as a whole and the individual, universal equity of access, enhancement of the natural propensity for learning, acknowledgment that a lifetime learning society will be consumer-driven, the importance of arts and cultural studies, the unique commission of public higher education institutions, and the ability to identify learning needs. The paper then lists 16 strategies that would allow colleges and universities to act as catalysts for change. A list of discussion participants and reviewers is appended to the paper. (CH)

ED 401 849 HE 029 702

Nelson, Steven D.
Learning Their Lesson: The Impact on Recidivism of Providing College Courses to Inmates.
PUB DATE- 95
NOTE- 21p.; Paper presented at the Annual Conference of the Western and Pacific Association of Criminal Justice Educators (Reno, NV, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Correctional Education; Correctional Rehabilitation; Crime Prevention; Criminology; *Distance Education; *Educational Innovation; *Educational Technology; Higher Education; Males; *Recidivism; Special Needs Students; Student Financial Aid; *Telecourses
IDENTIFIERS- *University of Great Falls MT

The University of Great Falls (UGF), in Montana, operated a distance learning system called Telecom, which combined video-taped instruction with weekly scheduled on-line telephone discussions between class members and instructors. At the site at the Montana State Prison for Men, Deer Lodge, Montana, the primary users were inmates. However, termination of the government guaranteed loan program, elimination of Pell Grants, and other funding difficulties led to a decision by the University to close the Deer Lodge site at the end of the spring semester 1997. In an effort to obtain State funding by demonstrating a concrete benefit of the program, UGF undertook a study of all the male offenders who participated in UGF's Telecom program between July 1, 1984 and June 30, 1995 to determine if the program reduced recidivism. The study included a literature review and used as the control group the general population at the Deer Lodge prison. Findings suggested that: (1) mere participation by offenders in the Telecom program did not result in a lower rate of recidivism; in fact, inmates taking more than 32 credits had much higher recidivism rates than those taking fewer than 32 credits; (2) grade point average may be an indicator of recidivist tendency, with those earning higher grade point averages showing low rates of recidivism; and (3) if financial aid were provided only to inmates eligible for release within a relatively short period, provision of such a program would probably reduce recidivism. (Contains 27 references.) (MAH)

ED 401 850 HE 029 703

Oliver, Peter V.
Learning to Write, Writing to Learn: A Study on Process-Oriented Writing in Graduate Education.
PUB DATE- May 95
NOTE- 9p.

PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; *Classroom Techniques; Cognitive Style; *College Instruction; Cooperative Learning; Distance Education; *Educational Innovation; Higher Education; Interdisciplinary Approach; *Lifelong Learning; *Methods Research; Multimedia Instruction; Nontraditional Education; Premedical Students; Questioning Techniques; Research and Development; Rewards; Science Education; Second Language Instruction; Sociology; Student Participation; Teacher Education; Teacher Workshops; Teaching Styles; *Technological Advancement; Technology Transfer; Theory Practice Relationship; Virtual Reality; World Wide Web; Writing Instruction
IDENTIFIERS- University of South Florida

This collection of 20 papers is centered on the theme "Teaching, Learning, and Technology--Strategies to Motivate Life Long Learning." Titles include: (1) "Barriers to Effective Teamwork and Recommendations for Solutions" (Lillie Anderton-Lewis and Danny H. Pogue); (2) "Are Group Rewards Necessary for Cooperative Learning? An Empirical Investigation" (John Baer and Sylvia K. Baer); (3) Reading to Answer Questions: Using Student Questions to Teach Across Diverse Learning Styles" (Brian Bansenauer); (4) "Encouraging Active Participation in Programming Classes" (Anders Berglund, et al.); (5) "Enhancing Cognitive Skills by Applications in a Sociology Class" (Patrick Biesty); (6) "IDEA: Teaching Writing/Thinking Using an Interactive Dialogic, Externalized Approach" (Michael E. Erickson); (7) "The World Wide Web as a Platform for Distance Learning" (Howard J. Fischer, et al.); (8) "Creating Biographies: A Strategy for Undergraduate and Source for Graduate Learning" (Kathleen Corrigan Fuhs); (9) "Contextual Learning for Premedical Students" (Penny J. Gilmer, et al.); (10) "Multidisciplinary Undergraduate Scanning Probe Microscopy Laboratory Program" (William S. Glaunsinger, et al.); (11) "Talk the Talk and Walk the Walk: Empowerment Through Reflective Practice" (Helene Lotman Glauser and Frank D. Tallman); (12) "Creating Interactive Multimedia Software for Foreign Language Learning" (Lubov Iskold and John Pearce); (13) "Learning Relationships in a Computer Classroom" (Marguerite Jamieson, et al.); (14) "Creating Community: Developing the Learning Communities at the University of South Florida" (Cynthia Kasee and Nevin Mercede); (15) "Relocating Literary Teaching and Learning with VRML" (Chad D. Kearsley); (16) "Creativity and Academic Freedom In and Out of the Classroom" (Ed Kellerman and Luke Cornelius); (17) "Convergence: Chemistry and Multimedia" (G. Parke P. Kuntz, et al.); (18) "Non-Traditional Techniques in Teaching Science for General Students" (Gary C. Lewis, et al.); (19) "Multimedia Science Instruction for Non-Science Majors: (V. Adam Niculescu, et al.); (20) "The Virtual Classroom: Teaching with the Web" (Thomas M. Terry). (All papers contain references.) (CM)

ED 401 868 IR 017 688

Making the Connection. An "Education Week" Special Report.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 10 Jan 96
NOTE- 42p.; The version processed by ERIC has been printed from diskette and is not the printed tabloid newspaper version, though the text is the same.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Journal Articles (080),Reports - General (140)

operation. The book includes the following sections: (1) "Introduction" (Robert H. Anderson, Tora K. Bikson, Sally Ann Law, and Bridger M. Mitchell); (2) "Computers and Connectivity: Current Trends" (Tora K. Bikson and Constantijn W. A. Panis); (3) "Technical Considerations" (Robert H. Anderson and Joel Pliskin); (4) "Economic Issues" (Bridger M. Mitchell and Padmanabhan Srinagesh); (5) "Civic Networks: Social Benefits of On-Line Communities" (Sally Ann Law and Brent Keltner); (6) "International Implications for Global Democratization" (Christopher Kedzie); and (7) "Conclusions and Recommendations" (Robert H. Anderson, Tora K. Bikson, Sally Ann Law, and Bridger M. Mitchell). Appendices include "Additional Information on Computers and Connectivity" (Constantijn W. A. Panis and Tora K. Bikson) and "Interview Notes from Chapter on Civic Networks" (Brent Keltner). (Contains 209 references.) (Author/SWC)

ED 401 085   IR 018 180

Bodilly, Susan; And Others
A Sourcebook for Evaluation of the Challenge Grants for Technology in Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 96
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Educational Assessment; Educational Cooperation; Educational Resources; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Federal Programs; Feedback; Grants; Program Effectiveness; Program Evaluation; Research and Development; Technological Advancement
IDENTIFIERS- *Challenge Grants; Department of Education; *Evaluation Reports

The U.S. Department of Education awarded 19 Challenge Grants for Technology in Education in fiscal year 1995, and planned to award additional grants in fiscal year 1996. The diverse projects are intended to mobilize resources, develop technology enabled learning environments, and provide lessons to others seeking to make effective use of technology in education. Each grantee is required to carry out a project evaluation. This sourcebook provides guidance and materials to support the development and implementation of evaluations by the project managers and evaluators of the Challenge Grants. The sourcebook will be used in workshops for project leaders to discuss the projects and program evaluations, and by project leaders to perform their evaluations. The sourcebook is intended to be suggestive and helpful rather than prescriptive. The sourcebook also provides background materials for national meetings of the project leaders and evaluators to help further develop a collaborative relationship among project leaders, evaluators, and the Challenge Grant Program Office. Evaluation serves three distinct purposes by providing: (1) regular, structured, and objective feedback to project leaders and other participants; (2) documentation of project outcomes and lessons learned; and (3) accountability to funders and key stakeholders. Topics covered include: evaluation design issues, progress assessment, and how to use the sourcebook materials. Appendices comprising the majority of the document include formats and templates for

Resources Centers; Library Collections; Questionnaires; *Teacher Education
IDENTIFIERS- Canada; United States

Many institutions of higher education in the United States and Canada support their teacher education programs by developing curriculum materials centers (CMCs) which feature instructional materials representative of those found in preschool through high school settings. This directory lists and describes the CMCs or collections at 278 institutions that responded to a questionnaire distributed during the summer of 1995. It gives location and contact information, descriptions based on the institutions' responses to 32 multiple-choice questions, and optional, open- ended comments. This edition is designed to assist the reader in quickly locating a CMC listing by state, province, or institution name. U.S. institutions are listed first, followed by Canadian; both sections are organized alphabetically by state or province. Within a state or province, the institutions are listed alphabetically. In cases where respondents did not provide certain information, the data field is omitted. For each listing, information includes: name and address, including electronic address, and CMC supervisor; type of institution and enrollment; location; reporting line of the CMC supervisor; square footage of the center; budget information; number of hours per week the CMC was open during academic sessions; circulation statistics; staffing levels; information on the CMC bibliographic records; and collection size and types of materials. Listed under General Information are the patron categories to which the CMC circulates materials and, if appropriate, statements of whether the CMC has a written collection development policy and an audiovisual production facility. The optional Comments section notes collection strengths and special features. The questionnaire is appended. (Author/AEF)

ED 401 903   IR 056 146

Soete, George J.
Transforming Libraries: Issues and Innovations in Electronic Reserves. Transforming Libraries Series. SPEC Kit 217.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Copyrights; Costs; *Electronic Libraries; Futures (of Society); Higher Education; Information Policy; *Information Technology; Library Collections; *Library Development; Library Planning; *Library Services; Printed Materials; Vendors
IDENTIFIERS- *Library Reserve; *Reserve Book Collections

This volume is the pilot issue of the "Transforming Libraries" series, a quarterly subseries of SPEC (the Systems and Procedures Exchange Center of the Association of Research Libraries). Each issue will focus on a different application or aspect of library technology. This issue discusses electronic reserves. It is divided into five sections. The first section contains an introduction focusing on disadvantages of paper-based reserve systems and capabilities of electronic reserve systems. The second section provides answers to key questions for library planning, including who will build the system, who will manage the work, which access restrictions will be implemented, how copyright will be handled, and what it will cost. The third section presents reports of what several

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Authority Control (Information); Cataloging; *College Libraries; Data Analysis; Higher Education; *Library Catalogs; Library Technical Processes; Online Catalogs; Small Colleges
IDENTIFIERS- Library of Congress Subject Headings; Transaction Log Analysis

This research was conducted in order to examine whether libraries are maintaining consistent and complete subject authority control and creating syndetic reference structure for popular topics. A descriptive study of 15 private liberal arts college libraries was conducted to determine whether the Library of Congress (LC) prescribed "see" and "see also" references have been made for five different subject headings. Subject headings were selected from transaction log data of two private liberal arts college libraries. Adherence to the LC subject headings systems was determined by searching the online catalogs of 15 libraries via the Internet. The results of this study--which are consistent with similar studies--indicated that libraries are not maintaining consistent and complete subject authority control or creating syndetic reference structure. Data are discussed in terms of overall library performance and individual library performance, as well as by individual subject heading. In addition, use of scope notes and corresponding online catalog systems are discussed. Six tables and charts show library name and system used, overall performance by heading, and library scores for various see and see also references. Appendices include the established headings (150) used in the study with accompanying 360, 450, 550, and 680 fields; sample data collection instrument; examples of values defined for use of 450 and 550 headings; and example of blind lead for the heading "Home Schooling." (Contains 20 references.) (Author/AEF)

ED 401 923 IR 056 198

Popovich, Donna
The Effects of Computer Anxiety and Technostress, as Functions of Resistance to Change, on the Staff of the 18 Founding OhioLINK Libraries as the OhioLINK Automated System Is Initiated.
PUB DATE- Nov 94
NOTE- 57p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change; *Computer Anxiety; *Computer Attitudes; Information Technology; *Library Automation; *Library Personnel; Library Surveys; Questionnaires; Technological Advancement
IDENTIFIERS- *OhioLINK; *Technostress

This descriptive study surveys the staff of all 18 founding member libraries of OhioLINK to see whether or not they prefer the new system or the old one and why. The purpose of the study is to determine if resistance to change, computer anxiety and technostress can be found in libraries converting their automated systems over to the OhioLINK Innopaq system. Of 114 questionnaires, 78 were returned. Participants in this study consisted of staff, with and without an MLS, who worked with the library system on a daily basis. By comparing stage of implementation to respondents' choice of system, the level of examining articles whose subject is lesbianism or womanist theology in feminist periodicals indexed by the database covering a nine year period (1986-1994) in randomly selected years. Reliability of issue coverage, the percentage of total article indexing and the indexing of found lesbian and womanist articles in a given periodical in the years examined are discussed. The overall indexing of all feminist theological journals in the ATLA Religion Database is low (29.1% indexed). As found in previous studies, lesbian material was the least indexed category of materials found in this study. An appendix includes the data collection sheet. (Contains 26 references.) (Author/SWC)

ED 401 941   IR 056 216

Buterbaugh, Nancy Toth
A Database Evaluation Based on Information Needs of Academic Social Scientists.
PUB DATE- May 96
NOTE- 65p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Comparative Analysis; Database Design; *Databases; Electronic Text; Evaluation Methods; Higher Education; *Information Needs; Library Research; Printed Materials; Reference Materials; Research Methodology; *Research Tools; Search Strategies; *Social Science Research; *User Needs (Information); User Satisfaction (Information); World Wide Web
IDENTIFIERS- Barriers to Information; *Information Behavior Research

This study evaluates two databases, "Historical Abstracts" and REESWeb, to determine their effectiveness in supporting academic social science research. While many performance evaluations gather quantitative data from isolated query and response transactions, this study is a qualitative evaluation of the databases in the context of actual research. The evaluation tool was based on research done on the information goals and behaviors of academic social scientists. The information goals were divided into specific information tasks against which the databases were evaluated in the context of a simulated research project. The most notable project limitation was the linear design of the evaluation study itself. Although the databases were initially chosen for their differences (one is print, the other is electronic; one is an index, the other is a directory) the study indicates that both databases show strengths in the same task, that of extracting. General conclusions concerning databases designed to support scholarly research include: (1) in order for librarians to more efficiently support academic research it is important that they understand the stages of research; (2) every task should be matched to at least one tool--tools should be equipped to aid the academic researcher at each stage of his research; and (3) tools should be designed to allow maximum efficiency in research by performing multiple, related tasks, for example, extraction and selection. Appendices include overview questions, identification of key sources, REESWeb homepage, and lists of resources found in the second stage of evaluation of both databases. (Contains 32 references.) (Author/SWC)

ED 401 942   IR 056 217

access (measured by student enrollment and participation rates); student success (measured by student goals, persistence, completion rates, and employment information); staff composition (measured by workload and gender and ethnicity of staff); and fiscal condition (measured by fiscal stability, revenue sources, and revenue per full-time equivalency students (FTES)). Highlighted findings include the following: (1) participation rate (defined as actual headcount enrollment per 1,000 college age population) declined for 4 consecutive years from a recent peak of 79.3% in 1990 to 67.6% in 1994; (2) between fall 1993 and fall 1994, there were slight declines in successful course completion, course retention, and the overall persistence rate; (3) in 1994-95, 53,465 associate degrees were awarded, the transfer rate to the University of California was similar to the prior year, and the California State University reported a 5.6% increase in transfers; (4) 40-50% of all full-time faculty, temporary faculty, academic administrators, and classified administrators were female; (5) although the majority (51%) of students in 1994 were non-White, the percentages of non-White faculty and staff ranged from 17% for temporary faculty to 40% for certificated non-instructional professional; and (6) the fiscal health of community college districts based on level of reserves improved between 1993-94 and 1994-95. (TGI)

ED 401 960 JC 960 698

Kintzer, Frederick C.
Entrepreneurship in Higher Education: A Critical Balance.
PUB DATE- Nov 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Entrepreneurship; Faculty College Relationship; *Innovation; *Organizational Development; Postsecondary Education; *Teacher Characteristics; Teacher Role
IDENTIFIERS- *Intrapreneurship

An "intrapreneur" is an "intracorporate entrepreneur" who works inside rather than outside a corporation, producing new products and services that enable the company as a whole to grow. In educational settings, there are both negative and positive sides to intrapreneuring. The worst intrapreneurs in colleges and universities are those who write "bestselling" textbooks, giving publishers what will sell; those who seek grants for hot topics and build elaborate in-house organizations; expert consultants and grant lecturers, who command high fees often on university time; those who travel around the world imposing the American system; and clinical professors who use the university to extend private practices. The best intrapreneurs, on the other hand, are those who produce plans for solving major problems in higher education; consultants who successfully place chancellors or strengthen the relationship between colleges and industry; lecturers who relate the institutional mission to the public in an inspiring manner; quantifiers whose diverse data bases provide research opportunities for students; and clinical professors who serve interns and residence specialists. Leaders in industry and education have been trying to reach a balance between the worst and best intrapreneurs, while universities have initiated conflict-of-interest and positive disclosure regulations to guard against exploitation by faculty intrapreneurs. (CELCEE, an Adjunct ERIC Clearinghouse on Entrepreneurship Education)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College English; Community Colleges; *Student Characteristics; *Student Placement; *Test Bias; Test Validity; Two Year Colleges; *Two Year College Students
IDENTIFIERS- College of the Canyons CA

A study was undertaken at California's College of the Canyons (CoC) to determine whether evidence existed of disproportionate impact in English course placement based on student ethnicity, gender, or age. Data were compiled for all 4,309 students tested between spring 1993 and fall 1995, while the standard for disproportionate impact was taken from Equal Employment Opportunity Commission guidelines that the selection rate of any given subgroup should not be less than 80% of the majority group. At CoC, students who score 16 out of 40 or higher on the English placement are recommended to take associate degree applicable English courses. Among the study sample, 3,880 students were recommended to take degree-applicable courses. An analysis of the placement results found no evidence of disproportionate impact by ethnicity, age, or gender. Placements by ethnicity indicated that 93.8% of White students were placed into credit courses, compared to 85.2% of Hispanics, 85.9% of Asian, 81.6% of Black, and 81% of Native American students. Similarly, 91.8% of females and 89.85 of males were placed into credit courses. Care should be taken, however, in interpreting the data, since the EEOC standard of 80% is only a guideline and data on student characteristics were self-reported by students, which can lead to intentional or unintentional errors. (AJL)

ED 401 980 JC 970 016

Gerda, Joseph
English Reading Placement Recommendations at College of the Canyons: An Analysis of Disproportionate Impact.
PUB DATE- Aug 96
NOTE- 11p.; For related reports on disproportionate impact, see JC 970 015 and JC 970 018.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College English; Community Colleges; *Reading Tests; *Student Characteristics; *Student Placement; *Test Bias; Test Validity; Two Year Colleges; *Two Year College Students
IDENTIFIERS- College of the Canyons CA

A study was undertaken at California's College of the Canyons (CC) to determine whether evidence existed of disproportionate impact in English reading course placement based on student ethnicity, gender, or age. Data were compiled for all 4,312 students tested between spring 1993 and fall 1995, while the standard for disproportionate impact was taken from Equal Employment Opportunity Commission guidelines that the selection rate of any given subgroup should not be less than 80% of that of the majority group. At CC, students who score 16 out of 40 or higher on the English reading placement test are recommended to take associate degree-applicable English courses. Among the study sample, 79.3% (n=2,774) were recommended to take degree-applicable English reading courses. An analysis of the placements indicated some disproportionate impact by ethnic group, with the credit placement rate for Asian students only 77% and that for Black students only 61.4% of the rate for White students. No evidence of disproportionate impact was found, however, for either gender or age, with the rate for conferences and training sessions. Featured topics include: (1) programs for 9-15 year olds; (2) the educational value of recess; (3) quality school-age care; (4) multiculturalism; (5) trends that shaped school-age care in 1994 (constructivist theory); (6) Black history month and women's history month celebrations; (7) behavior management; (8) impact of SAC; (9) development and limitations on school-aged children; (10) money-making summer projects for children; (11) staff development; and (12) multiple intelligences in school-age care. (SD)

ED 401 999   PS 023 978

Hajdu-Vaughn, Susan, Ed.
Interaction, 1995-1996.
PUB DATE- 96
NOTE- 352p.; For 1994-95 issues, see PS 023 549.
LANGUAGE- English; French
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Caregiver Child Relationship; *Caregivers; Childhood Needs; Childrens Rights; *Day Care; *Early Childhood Education; Foreign Countries; Infants; Library Development; Marketing; Preschool Children; Regular and Special Education Relationship; *School Administration; Story Telling; Stress Management; Teacher Supervision; Toddlers; Wages
IDENTIFIERS- Anti Bias Practices; Canada; Caregiver Training; Italy; Professionalization of Teaching

These four quarterly journal issues, in both English and French language editions, explore issues related to child care practice and professional concerns. The Spring issue presents discussions on inclusion and successful integration; deals with topics such as effective management of day care facilities and safety issues; and provides ideas for creating library centers and encouraging literacy development in young children. The Summer issue covers topics such as: leadership, antidotes to stress, "kidstress," the struggle for worthy wages, self-evaluation for center directors, program ideas, standards of practice and quality child care, professionalism, accreditation, and team building in the child care workplace. The Fall issue provides information on such topics as: challenges for an effective child care system related to economic and social insecurity, children, and today's families; child care in Italy, storytelling, sharing ideas about toilet learning, awards for excellence in child care, love for music, talking out stress, and putting children first. The winter issue presents articles on: marketing ideas for child care administrators; anti-bias early childhood education, increasing children's safety on farms; and rural child care in general. Each of the issues includes children's book reviews and a research update. (AA)

ED 402 000   PS 024 034

Decker, Larry E.; And Others
Teacher's Manual for Parent and Community Involvement.
PUB DATE- 96
NOTE- 98p.; For Field Review Edition, see ED 388 424.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

IDENTIFIERS- Congress 104th; Family Support; *Healthy Start Program; *Reauthorization Legislation

This hearing transcript presents statements and testimony regarding effectiveness of the Healthy Start Demonstration Project to reduce U.S. infant mortality rates and authorization for funding to establish new sites and to enable exiting programs to act as mentors for and to disseminate information to new projects. Opening statements are presented for Senators Nancy Kassebaum, Chair of the Committee on Labor and Human Resources, and Massachusetts Senator Edward Kennedy. Prepared statements are then presented for Pennsylvania Senator Arlen Specter, and Dr. Louis Sullivan, former secretary of the U.S. Department of Health and Human Services, and creator of the Healthy Start initiative. These statements explore infant mortality rates and highlight the effectiveness of the projects in terms of prevention and the need for continued funding. Testimony is then presented from administrators of Healthy Start sites and recipients of these program services, as well as from Marie McCormick, Chair of the Department of Maternal and Child Health at the Harvard School of Public Health. Prepared statements from the president of a Healthy Start site describing the Healthy Start Initiative in Boston, and from the March of Dimes Birth Defects Foundation supporting continued funding and highlighting March of Dimes' involvement with Healthy Start conclude the transcripts. Correspondence to Senator Kassebaum regarding Healthy Start is included. (HTH)

ED 402 018 PS 024 702

Getting Elementary Schools Ready for Children: Reading First.
PUB DATE- Jul 96
NOTE- 13p.; Serial subtitle: "School Readiness for Children and Schools, Birth To Grade 3."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Early Intervention; *Early Reading; Grade 1; Primary Education; Program Descriptions; *Reading Centers; Reading Difficulties; *Reading Improvement; Reading Readiness; Remedial Reading; Small Group Instruction; Special Education
IDENTIFIERS- *Arkansas; *Reading Recovery Projects

The first in a series reporting on strategies to improve children's readiness for school and to help schools be better prepared to meet the needs of all children, this report traces Arkansas' efforts to improve reading instruction. This issue discusses the following topics: (1) Reading in the First Grade: Now or Never? (2) Limitations and Innovations; (3) Early Literacy Small Group Instruction; (4) Supportive Classrooms; (5) Supportive Schools; (6) The Arkansas Early Childhood Initiative; (7) Summer School and Staff Development; and (8) Educational Cooperatives. A special emphasis in this issue is Reading Recovery, a short-termm research-based, early-intervention program for first-grade children with serious reading problems. Reading Recovery's effectiveness in reducing referrals to special education, other benefits of the program, and the training of Reading Recovery teachers are also discussed. The issue concludes by noting that Reading Recovery is not a mandatory part of the school curriculum, thus necessitating an increased awareness of the program so that other children may gain this benefit. Contains 10 references. (WJC)

ED 402 019 PS 024 704

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; Coping; Family Relationship; Foreign Countries; *Homeless People; *Indians; Life Events; Parent Child Relationship; Punishment; Sex Differences; Sibling Relationship; *Social Support Groups; *Stress Management
IDENTIFIERS- India

This study had three aims: (1) to identify stressful situations faced by Indian children and adolescents working on the streets; (2) to study their preference for social support when faced with stress; and (3) to identify gender differences in social support preferences. One hundred 8- to 18-year-olds, working as beggars, vendors, or ragpickers, or who were self-employed, comprised the sample. Observation and interviews were used to identify stressful situations related to the workplace, earnings, home, school, peers, and siblings. A Q-sort technique was used to collect social support preference information. The results indicated that a majority of the children preferred to be alone in most stressful situations, especially those related to the workplace, peers, and parental punishment. They commonly sought their parents' support when they needed money, faced sibling problems, or did household chores. Mothers' support was preferred to fathers', grandparents', and other relatives' support. More boys than girls preferred to be alone in stressful situations, and a larger percentage of girls sought their mothers' support in comparison to the boys. Children's preference for social support provides information on self-reliance, effective survival and coping strategies, the nature of family relationships, the quality of social interactions, and the stressors that street children and adolescents face in difficult circumstances. (KDFB)

ED 402 037 PS 024 800

Buchanan, Christy M.; And Others
Adolescents after Divorce.
PUB DATE- 96
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Child Custody; *Divorce; Emotional Adjustment; Fatherless Family; Life Events; Motherless Family; One Parent Family; *Parent Child Relationship; *Place of Residence; Remarriage; Social Adjustment; *Well Being
IDENTIFIERS- Adolescent Attitudes; Joint Custody

The decision to divorce is grueling for most parents, who usually worry heavily about the impact of divorce on their children. The study described in this book was undertaken to discover what circumstances of family life after divorce are associated with good adjustment on the part of children, so that both parents and professionals can enhance children's development. Specifically, a central concern was to compare and contrast the three major residential arrangements (primary mother-, primary father-, and dual-residence) with respect to adolescents' experiences and adjustment. Effects of the presence of new parental partners were also explored. The book is divided into three main parts. Chapters 1-3 set out the goals and methods of the study and discuss the assessment of family processes, inter-parental relationships, and adolescent adjustment. A general picture of the lives of the study's adolescent subjects is also presented. Chapters 4-7 compare the three residential arrangements with respect to adolescent adjustment, as well as

PUB DATE- Sep 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Foreign Countries; Narration; *Reading Aloud to Others; Story Reading; *Story Telling; *Teaching Methods; Young Children
IDENTIFIERS- Australia; Folktales; Story Telling by Children

Stories are one means of communication between people of all ages. The telling of stories or listening to them is a part of a tradition as old as human experience. This guide gives practical advice, curriculum suggestions, and story examples for teachers interested in using storytelling with young children. The following are the sections: (1) "Sharing Stories with Young Children"; (2) "Story-telling and Story Reading"; (3) "Telling Children Our Stories"; (4) "The Story of the Strange Noises"; (5) "Telling Children Their Stories"; (6) "The Day the Car Broke Down"; (7) "Telling Children Stories that Belong To Us," emphasizing that not all traditional stories are suited to a very young audience; (8) "The Story of the Peddlar and His Caps"; (9) "Aboriginal Stories"; (10) "How the Birds Got Their Colours"; (11) "What Makes a Story Good to Tell?", asserting the need for a recognizable theme, clear plot, and believable characters; (12) "How Shall We Tell Stories"; (13) "Beginning to Tell Stories"; (14) "Materials to Use in Story-Telling"; (15) "The Story of the Little Red House"; (16) "The Question of Props"; (17) "What Settings are Suited to Story-Telling"; (18) "Where Do We Find Stories to Tell?"; and (19) "Learning a Story to Tell." (BGC)

ED 402 055 PS 024 825

Somers, Ron
Helping the Community To Understand Playground Safety.
PUB DATE- Oct 96
NOTE- 15p.; Paper presented at the Australian Playground Safety Conference (Sydney, New South Wales, Australia, October 28-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Accidents; Foreign Countries; Improvement; Injuries; Outdoor Activities; Parents; Planning; *Playgrounds; Prevention; Risk; *Risk Management; *Safety; Safety Education; Young Children
IDENTIFIERS- Australia (South Australia); Playground Design; Playground Equipment; *Risk Assessment

Playground safety in Australia has evolved from being an issue for parents, teachers, city engineers, and other generalists to an issue for specialists. This paper takes the position that the general community must become involved in playground planning, renovation, and maintenance. After presenting statistics on playground settings and playground accidents, the paper discusses playground safety assessment and approaches to preventing playground injuries for use by parents. These approaches include identifying the high points on equipment, identifying the fall zones, judging the softness of the special interest in each student's life. The Adopt-a-School program has expanded to involve the sponsorship of the school by 67 businesses. Other programs implemented at Carver Middle School include: (1) the Triangle Connection, a school-student-parent communication program; and (2) the Lean on Me program, which uses volunteers from Carver's National Junior Honor Society to tutor students who are having difficulty with school work. (KDFB)

ED 402 072 PS 024 848

Kasten, Barbara J.; And Others
Helping Preservice Teachers Construct their Own Philosophies of Teaching through Reflection.
PUB DATE- 20 Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of Early Childhood Teacher Educators (Dallas, TX, November 20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assignments; Beliefs; Early Childhood Education; *Educational Philosophy; Elementary Education; *Higher Education; Journal Writing; *Preservice Teacher Education; *Program Evaluation; *Reflective Teaching; Self Evaluation (Individuals); Student Journals; Teacher Attitudes; *Teacher Education Curriculum; Teacher Role

This study evaluated the impact of reflective teaching on the ability of preservice teachers to articulate a teaching philosophy. Three questions were explored: (1) how effective will a structure for reflecting be if used throughout a teacher education program? (2) how effectively will students be able to use that structure as a framework for developing a personalized philosophy of teaching? and (3) how effective will that instrument be for students in other teacher education programs? Participants were two professors and their graduate and undergraduate students enrolled in three teacher education programs for early childhood/elementary education. The data consisted of written reflections, journal entries, and papers describing the student's teaching philosophy. An instrument for guiding reflection was comprised of three questions regarding what the student had learned about children, teaching and learning, and about teacher role. Findings indicated that the instrument was beneficial in helping preservice teachers understand their readings and discuss course work and field experiences. Participants reported that the instrument helped them focus on critical incidents, provided opportunities for professors to understand issues around the cognitive conflicts experienced by students, enabled students to comment on classroom teacher's approach, and provided documentation of the growing understanding of the teaching role. As students progressed through their course work, they began taking ownership of their personal beliefs. Contains 10 references. (KDFB)

ED 402 073 PS 024 849

Andrews, Glenda
Assessment of Relational Reasoning in Children Aged 4 to 8 Years.
PUB DATE- Aug 96
NOTE- 26p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Child Abuse; Child Custody; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Economically Disadvantaged; Employed Parents; Family Income; Infant Mortality; Infants; Mothers; Racial Differences; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- *Georgia

This factbook presents statistics and examines trends for nine indicators of children's well-being in Georgia. The indicators are: (1) number and percent of low birthweight infants; (2) infant death rate; (3) death rate of children ages 1 to 14 years; (4) violent death rate of teenagers aged 15 to 19 years; (5) rate of child abuse and neglect; (6) numbers of juveniles committed to state custody; (7) birthrates to teenagers aged 15 to 19 years; (8) high school dropout rates for teenagers 16 and older; and (9) child poverty rate. The principal finding of this analysis is that thousands of Georgia children are jeopardized by poor health, early death risk, and lack of adequate support for their families, with African-American children faring significantly worse than white children. National and international comparison and national goals are included to help establish reasonable standards for action. The report is divided into four sections: (1) "Who are Georgia's Children?" providing demographic information for 1980 and 1990 statewide and by county; (2) "How are Georgia's Children Faring?" providing statewide and county information on the nine well-being indicators; (3) "Who are Georgia's Families?" including information on the diverse family settings in Georgia, family income, and maternal employment; and (4) "Appendices," including a glossary and descriptions of methodology and sources. (KDFB)

ED 402 092 PS 024 872

Georgia Kids Count Factbook, 1993.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; Births to Single Women; Birth Weight; Child Abuse; Child Custody; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Economically Disadvantaged; Employed Parents; Family Income; Grade Repetition; Infant Mortality; Infants; Kindergarten; Mortality Rate; Mothers; One Parent Family; Racial Differences; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- *Georgia

This factbook examines trends during the 1980s on 11 indicators of Georgia children's well-being. The indicators are: (1) low birthweight infants; (2) infant mortality; (3) death rate of children ages 1 to 14 years; (4) violent death rate of teenagers aged 15 to 19 years; (5) rate of child abuse and neglect; (6) juveniles committed to state custody; (7) birthrates to teenagers aged 15 to 19 years; (8) high school completion; (9) child poverty rate; (10) kindergarten retention; and (11) family at risk index, defined as percent of first births to mothers who are less than 20 years old, development, the subject demonstrated an active role in jointly constructing a zone of proximal development, including the use of private speech. At the interpersonal level, the data suggested that the activities of older siblings, together with those of parents, formed a coordinated system of caretaking and teaching as described in the cross-cultural literature. Whereas parents engaged in more formal teaching rather than play, older siblings provided a range of informal opportunities for learning that were embedded in play and other meaningful interactions. Third, at the cultural level, use of several different scripts, characteristic of different cultures, was apparent within the activity settings; older siblings often embodied a different cultural type of teaching than did parents. (Contains 29 references.) (EV)

ED 402 110   PS 024 927

Kids Count in Nebraska: 1995 Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 39p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Child Abuse; Child Health; Child Neglect; Children; *Child Welfare; Day Care; Economic Status; Educational Experience; Fathers; Foster Care; Housing; Juvenile Justice; Mental Health; *Social Indicators; *Well Being; Youth Problems
IDENTIFIERS- *Nebraska

While a vast majority of children in Nebraska are experiencing a safe, healthy, and nurturing childhood, a significant number are not, and some of these numbers are growing. This Kids Count report is the third annual comprehensive review of available data in nine areas of child health and well-being in the state. Presented with these statistics are the stories, words, and faces of some of the state's children. New to the 1995 report are policy boxes, which identify significant legislative or administrative policy which may affect the delivery of service or status of children; impact boxes intended to tell the "so what" of the numbers; and an inventory of available data to help planners, policy makers, and interested citizens see what questions can be answered and what questions can't. After an introductory section on fathers and families, data is presented on the nine indicators of child well-being: early care and education, child abuse and neglect, out of home care, education, economic well-being, health, housing, juvenile justice, and behavioral and mental health. Data indicates progress in the areas of early care and education, nutrition, and health care; stagnation in the areas of low birth weight babies, prenatal care, and teen birth rates; and lost ground in the areas of child poverty and juvenile arrests. The report concludes with information on references, county data, methodology, and data sources. Contains 31 references. (EV)

ED 402 111   PS 024 928

Leeds, Gerard
Playground Inspection & Maintenance.
PUB DATE- Oct 96
NOTE- 14p.; Paper presented at the Australian Playground Safety Conference (Sydney, New South Wales, Australia, October 28-29, 1996).

Silvernail, David L.
The Impact of the Maine Magnet School on Improving Equity of Academic Opportunities: Early Results.
PUB DATE- Dec 96
NOTE- 13p.; Revised version of a paper presented at the Annual Meeting of the National Rural Educational Association Research Forum (San Antonio, TX, October 10-15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; Advanced Placement Programs; *Educational Opportunities; Equal Education; High Schools; *Magnet Schools; *Mathematics Curriculum; Rural Schools; School District Wealth; *School Size; Small Schools
IDENTIFIERS- *Maine

This paper examines whether the Maine School of Science and Mathematics, a magnet school in its second year of operation, has improved equity of opportunities for Maine students to participate in advanced mathematics and science courses. Data on per pupil expenditures, state aid to school districts, and course offerings were obtained from the state department of education and from a survey of 118 Maine high schools (92 percent of public secondary schools). Data indicate that while some of Maine's smallest high schools are represented in the magnet school's student body, a majority of the students come from larger high schools. Only 31 percent of the smallest schools (less than 151 students) are represented at the magnet school, compared to 71 percent of the largest schools (more than 750 students). About 27 percent of the 74 school districts represented at the magnet school are in Maine's four most rural counties, while about one third are from Maine's four most populated counties. The 74 school districts' expenditures per secondary student ranged from $2,800 to $5,800, with one third spending more than the state average. About half of the districts offered no advanced mathematics courses, and about half offered no advanced science courses. This report concludes that the magnet school has increased equity of opportunity for all of Maine's secondary students. Includes data tables detailing representation at the magnet school by school size, county, and district financial characteristics. (SV)

ED 402 129 RC 020 809

LaFromboise, Teresa D.
American Indian Life Skills Development Curriculum.
PUB DATE- 96
NOTE- 521p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; American Indian Culture; *American Indian Education; American Indians; Anger; Canada Natives; Communication Skills; Coping; Culturally Relevant Education; Depression (Psychology); Group Activities; Instructional Materials; *Interpersonal Competence; Learning Activities; Lesson Plans; Mental Health; Modeling (Psychology); *Problem Solving; Secondary Education; Secondary School Students; *Self Esteem; Skill Development; *Stress Management; *Suicide
IDENTIFIERS- *Suicide Prevention

This culturally relevant curriculum was developed to teach

Wilson, Ruth A.
Starting Early: Environmental Education during the Early Childhood Years. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discovery Learning; *Early Childhood Education; *Educational Strategies; *Environmental Education; Outdoor Education
IDENTIFIERS- ERIC Digests

This digest highlights the need for beginning environmental education based on life experiences during the very earliest years of life. The rationale for environmental education during the early childhood years is discussed, followed by guidelines for program development grounded on the belief that environmental education for the early years should be based on a sense of wonder and the joy of discovery. The following guidelines are discussed: (1) begin with simple experiences, (2) provide frequent positive experiences outdoors, (3) focus on "experiencing" versus "teaching", (4) demonstrate a personal interest in and enjoyment of the natural world, and (5) model caring and respect for the natural environment. Contains 18 references. (JRH)

ED 402 148 SE 058 163

Haury, David L.
Teaching Evolution in School Science Classes. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Creationism; Educational Change; *Educational Strategies; Elementary Secondary Education; *Evolution; Science Education
IDENTIFIERS- ERIC Digests

This digest highlights the increasing importance of teaching evolution in school science classes as evidenced in recent reform efforts including the National Science Education Standards and Project 2061. Barriers that hinder student understanding of evolution are presented followed by instructional strategies to overcome these obstacles. Also discussed is the "creationist" resistance to the teaching of evolution. Directions for accessing relevant resources, including internet resources, are included. Contains 30 references. (JRH)

ED 402 149 SE 058 165

Miller, Tyson; Barrie, Jeff

This resource book for algebra contains games, tricks, and quick activities for the classroom. Categories of activities include puzzlers, patterns, manipulatives, measurement, graphing, and a section that contains reproducible statement and value cards. Twenty one puzzle problems, four pattern activities, and 11 quick activities that engage students in graphing are provided. Nine manipulative activities that use simple supplies and four measurement problems are also included. Solutions to all the activities are provided at the end of the book. (DDR)

ED 402 171   SE 059 308

Brumbaugh, Doug
Scratch Your Brain Where It Itches: Math Games, Tricks and Quick Activities, Book E-1 Geometry.
PUB DATE- 94
NOTE- 59p.; For other books in this series, see ED 401 158-160 and SE 059 307.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; *Critical Thinking; *Educational Games; Elementary Secondary Education; Geometric Constructions; *Geometry; *Learning Activities; Mathematics Instruction; Measurement; *Problem Solving; Vectors (Mathematics)

This resource book for geometry contains games, tricks, and quick activities for the classroom. Categories of activities include picky puzzlers, plane figures, constructions, vectors, and measurement. Included are eight picky puzzler problems, 19 activities with plane figures, and 25 geometric construction activities. Three vector activities and seven measurement problems are provided. Solutions to all the activities are provided at the end of the book. (DDR)

ED 402 172   SE 059 335

Edwards, Ronald
Algebra Magic Tricks: Algecadabra! Volume 1.
PUB DATE- 92
NOTE- 92p.; For Volume 2, see SE 059 336.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Classroom Techniques; *Critical Thinking; *Educational Games; Elementary Secondary Education; *Learning Activities; Mathematics Instruction; *Problem Solving

This resource book contains 20 magic tricks based on the properties of whole numbers that are intended to spark the interest and imagination of students. Following each activity, students are asked to write about their discoveries and to create their own magic tricks. A matrix of skills for all the activities and lists of the materials required for each activity are included. Each of the activities has three sections: unraveling the trick, questions to ponder, and further investigations. The emphases of these activities are on student discovery, critical thinking, verbal and written communications, and creativity. The tricks work well in whole class or small group situations. (DDR)

ED 402 173   SE 059 336

television, daily uses of math, and posters and slogans. (JRH)

ED 402 194 SE 059 503

Fenwick, Leslie T.
A Perspective on Race Equity and Science and Math Education: Toward Making Science and Math for All.
PUB DATE- 96
NOTE- 8p.; Paper presented at the Annual Conference of the Georgia Initiative in Mathematics and Science (GIMS) (Atlanta, GA, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Educational Change; Elementary Secondary Education; *Equal Education; Intermediate Grades; Junior High Schools; *Mathematics Education; Middle Schools; Minority Groups; Poverty; *Science Education; Sex Differences; Teacher Attitudes; Teacher Qualifications

This keynote address focuses on equity in science and mathematics education. The science and math achievement of minority and poor children are discussed from an instructional policy perspective with emphasis on who gets access to what knowledge. The discussion about the politics of knowledge acquisition involves a discussion of race, class, and gender and highlights the fact that even though there have been substantial gains, the fact remains that a student's status as minority or poor or female severely impairs that student's likelihood of acquiring a quality educational experience, particularly with regard to science and math. An analysis of data reveals that with respect to curriculum there are no substandard schools; however, there are significant differences in teacher qualifications and teacher attitudes. Compared to students not in poverty, students in poverty are more likely to have a science teacher who is either without certification at all or not certified in science and are more likely to be taught by teachers who have negative attitudes toward science and do not encourage students to do their best or to do homework. Personal reflections on life as a middle-school science teacher are presented along with a discussion of the goals and activities of the Georgia Initiative in Mathematics and Science (GIMS). (JRH)

ED 402 195 SE 059 509

Sher, Lawrence; Wilkinson, Patricia
Student Created Calculus Movies Using Computers and the TI-92.
PUB DATE- 14 Nov 96
NOTE- 6p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (22nd, Long Beach, CA, November 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; *Calculators; Calculus; *Educational Change; Females; Higher Education; *Mathematics Education; Minority Groups; School Holding Power; *Student Projects
IDENTIFIERS- Graphing Utilities

The Mathematics Department at Borough of Manhattan Community College (BMCC) (New York) has been actively involved since 1988 in a serious and successful program to improve instruction, IDENTIFIERS- Pennsylvania (Philadelphia)

The activities presented in this book encompass a variety of perceptual, social, and technological issues as they relate to the built environment. They are organized to present a coherent, cumulative series. Generalizations become specific as vocabulary is developed and planned techniques explained. Curriculum guide charts indicate subject areas related to each activity. Approximate grade levels and related subject areas also are given at the end of each activity. Chapter content areas are: (1) "Teaching Aids," which contains the vocabulary, an illustrated glossary, and suggestions for the introduction and reinforcement of architectural terminology; (2) "Design" focuses on general design principles essential to the nature of architectural planning; (3) "Materials" looks at the sensory and the structural aspects of building materials as a reference point for further study; (4) "Structures" gives exercises in the essential principles of building construction, many of which can be developed to demonstrate some of the basic laws of physics; (5) "Home" provides student activities with personally relevant built environments; (6) "Interiors" helps articulate responses to aspects of interior design and explains some of the professional architect's working methods. (7) "Exteriors" looks at a variety of facade elements and their functions; (8) In "Neighborhoods and Streets" students use drawings, maps, and photography to study a living community as an integral series of interwoven systems with direct impact upon the residents; and (9) "Cities" has students planning and constructing a model community based on various aspects of public and private life. A special section focuses on Philadelphia as a "Museum of Architecture." A 42-item bibliography concludes the book. (MM)

ED 402 216 SO 025 716

Learning about Folklife: The U.S. Virgin Islands and Senegal. A Guide for Teachers and Students = Apprenons A Propos Des Traditions Culturelles: Les Iles Vierges Des Etats Unis Et Le Senegal.
PUB DATE- 92
NOTE- 160p.; Title in English and French, but text all in English. Accompanying videotape not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bands (Music); *Cultural Education; Dance; *Folk Culture; Food; Foreign Countries; Geography; Intermediate Grades; Musical Composition; Music Education; Oral Tradition; Secondary Education; Social Studies; Story Telling
IDENTIFIERS- Festivals; Folk Music; *Senegal; *Virgin Islands

Developed as part of an educational kit that includes a four-part videotape, maps, photographs, and audio tapes, this guide gives teacher preparation information, objectives, teaching strategies, and student activities for each of 3 lessons in 4 units: Unit 1, "Introduction to Folklife," presents a definition in lesson 1, "What is Folklife?" In lesson 2 students examine photographs to further their understanding of folklife. Lesson 3 offers interviewing techniques for collecting cultural data. Unit 2, "Geography & Cultural History," uses maps, written descriptions of the Virgin Islands, recipes, and 6 student activity sheets as resources for lessons on "Map Study"; "Traditional Foodways"; and "Cooking Up Your Own Heritage." Unit 3, "Music & Storytelling," This project introduces a syllabus for studying comparative politics among Canada, Pakistan, and Japan. Students learn that comparative politics provides an understanding of how different political systems operate and the importance of culture in understanding politics. Three functions are addressed in the course: system functions, process functions, and policy functions. These concepts are studied in terms of how Pakistan, with its diverse ethnic group, struggles to maintain its political system and strength. The following texts are suggested: "Comparative Politics: A Theoretical Framework" (Almond et al.); "Continental Divide: The Values and Institutions of the United States and Canada" (Lipset); "Pakistan: The Continuing Search for Nationhood" (Burki); and "The Enigma of Japanese Power: People and Politics in a Stateless Nation" (van Wolferen). A 13-item list of related readings concludes the syllabus. (JAG)

ED 402 240 SO 026 352

Youngblood, Janis D.
Islam through the History and Culture of Pakistan. Fulbright-Hays Summer Seminar Abroad Project, 1994.
PUB DATE- 94
NOTE- 16p.; Slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Foreign Countries; Geography; Islamic Culture; Literary Criticism; Multicultural Education; *Non Western Civilization; *Politics; Religion Studies; Secondary Education; Slides; Social Studies; Teaching Methods
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Pakistan

This study of Pakistan provides students and teachers an opportunity to understand the political, religious, and literary accomplishments of the Pakistanis. This project is uses slides to show the beauty of Pakistan and its people. A map indicating the distance between Miami, Florida and Pakistan is provided along with a 5-item reference list of materials related to the slide presentation. (JAG)

ED 402 241 SO 026 389

Bishop, Philip E.
Speaking of Faith: Eliciting and Enriching Student Discussions of Religion.
PUB DATE- 95
NOTE- 8p.; Paper presented to the Annual Meeting of the Community College Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Community Colleges; *Controversial Issues (Course Content); Humanities; *Religion Studies; Social Studies; Student Attitudes; Two Year Colleges
IDENTIFIERS- *Religious Freedom; Valencia Community College FL

This short essay along with workshop materials outlines constructive ways for Humanities teachers to stimulate discussions on religion. The activities and procedures are

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Curriculum; Geographic Concepts; Geography; *Geography Instruction; Instructional Materials; *Learning Activities; Map Skills; *Parents as Teachers; Parent Student Relationship; Resource Materials; *Social Studies

This booklet provides practical learning activities for parents to use in teaching geography to children under the age of 10. The handbook is organized around the five major themes of geography: (1) physical location; (2) physical and human characteristics of places; (3) relationships among people and places; (4) patterns of movement of people, products, and information; and (5) formation and change of regions. These themes are articulated in a wide variety of activities designed for parent/child participation. These activities include map making and map reading, individual field trips, craft activities, and weather watching. By using these activities parents can connect everyday learning experiences in the home and neighborhood to the curriculum in school. They also can direct the natural curiosity of children toward questions and knowledge in geography. In addition, this profusely illustrated handbook contains a glossary of geographic terms and lists of sources for acquiring free or inexpensive materials. A suggested reading list is provided, as well as, Internet resource addresses, and recommended computer software. (MJP)

ED 402 262 SO 027 452

Siegel, Margot; Cohen, Judith Love
You Can Be a Woman Architect.
PUB DATE- 92
NOTE- 43p.; For other items in this series of Juvenile Vocational Guidance booklets, see SE 027 453-454. Illustrated by David A. Katz. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architects; *Architecture; Art; Art Activities; *Career Exploration; *Career Guidance; Elementary Education; *Females; Mathematics; *Social Studies
IDENTIFIERS- Floor Plans; Three Dimensional Design

This booklet stresses the value of science and mathematical studies as a prerequisite for a career in architecture by depicting real women whose careers provide inspirational role models. The first section is a text designed for use by elementary students and presents the career of Architect from a woman's point of view. Both female and male students are encouraged to view architecture as a potential career choice. The second section provides the teacher with three lesson plans for classroom use. The lesson plans are aimed at exploring: (1) the function of three-dimensional design in architecture; (2) floor plans; and (3) how an architect plans. Each lesson format includes a purpose or objective, materials, procedures, and conclusions. (MM)

ED 402 263 SO 027 453

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Behaviorism; *Educational Philosophy; Elementary Secondary Education; Existentialism; Field Experience Programs; Higher Education; Professional Development Schools; *Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Attitudes; Teaching Experience
IDENTIFIERS- Progressivism

Elementary and secondary preservice teachers' philosophical perspectives were examined before and after their participation in field-based activities in a professional development school. A philosophical perspective survey was administered at the start and again at the end of the semester. The five categories were existentialism, behaviorism, perennials, essentialism, and progressivism. The preservice teachers were enrolled in university courses conducted at public school sites taught by a faculty member from the university. T-tests were conducted to examine whether or not overall differences occurred in philosophical outlooks for both the elementary and secondary preservice teachers. The interns had a statistically significant difference in their student-centered-progressive outlook. The elementary interns were more existentialist than the secondary interns, and the secondary interns held a stronger view regarding behaviorism. Qualitative data were collected from the secondary preservice teachers' journals. Generally, both quantitative and qualitative data suggested that the program was influential in affecting philosophical changes, in particular a trend toward combining existentialism and progressivism. The experiences that the interns faced during their program at the public school changed their outlook toward stronger student-centered views of teaching. Recommendations for improving a professional development school are provided. The philosophical perspective survey is appended. (Contains 16 references.) (Author/ND)

ED 402 284 SP 037 042

Snow, Mary B.
The Nevada Competency Testing Program for Educational Personnel.
PUB DATE- Feb 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Teacher Education; Elementary School Teachers; Elementary Secondary Education; *Knowledge Base for Teaching; *Licensing Examinations (Professions); Scores; Secondary School Teachers; State Standards; *Teacher Certification; *Teacher Competencies; *Teacher Competency Testing; Teaching Skills; *Testing Programs; Test Results
IDENTIFIERS- *Nevada; Praxis Series

This report is introduced by a history of the development and implementation of the Nevada Competency Testing Program for Educational Personnel. The study examined the test taking histories of persons entering the Nevada educational system to determine how well the competency testing program was accomplishing its purpose of ensuring that new personnel can demonstrate minimal level of knowledge through the three types of tests required. Of the 3,103 study participants, 55 percent and Homosexuality-Part 2 (K. Boulden); (15) Combating Heterosexism in Schools: Beyond Short Courses (P. Van de Ven). Section 4, Beyond the Silences?: Violence, Harassment and Abuse, contains 7 chapters: (16) Putting Up With the Put Down? Girls, Boys, Power and Sexual Harassment (J. Blackmore, with J. Kenway, S. Willis, L. Rennie); (17) From Web Master to Cyber Virgin: Girls' Explorations of the Internet (P. Nicholson); (18) Schools, Sexuality and Violence: A Case for Changing Direction (L. Fitzclarence, with C. Warren, L. Laskey); (19) A Practice Focused Approach to Addressing Heterosexist Violence in Australian Schools (S. Hinson); (20) Strategies To Address Discrimination, Harassment and Villification in NSW Schools (K. Gardner); (21) Mandatory Reporting: Voices from the Schools (L. Laskey); and (22) Conference Communique (compiled by M. Zeegers). (MAH)

ED 402 304 SP 037 067

Olasov, Linda
Performance-Based Teacher Certification in Health Education: The Kentucky Experience.
PUB DATE- 96
NOTE- 5p.; A publication of the kentucky Alliance for Health, Physical Education, Recreation and Dance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; *Educational Innovation; Elementary Secondary Education; *Health Education; Higher Education; *State Standards; *Teacher Certification; *Teacher Competencies; *Teacher Evaluation
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

As a consequence of the Kentucky Education Reform Act of 1990, which brought outcomes-based education to P-12 students, the Kentucky Professional Standards Board mandated a process by which teachers will receive state certification after successfully completing performance assessments. This article lists the eight teacher expectations and the seven areas of responsibility and competencies of the health educator as defined by The Role Delineation Project. The Health Education Assessment Task Force, representing all levels of education, created "on demand" assessment tasks and "portfolio tasks" based on the content required of a health educator. A candidate would be required to demonstrate satisfactory performance on three to five tasks to enter the Internship Program; a candidate for certification would be required to submit portfolios containing examples of their best work. A five-step process for certification was developed: completion of training program, submission of portfolio, completion of on demand assessment, internship year, and issuance of certificate by the Education Professional Standards Board. The process has been pilot tested. It is concluded that it is too early to know how well the system will work. (Contains 10 references.) (MAH)

ED 402 305 SP 037 069

Car Club Teacher's Guide. An Educational Program on Safety Belt Use for Junior High School Students.
PUB DATE- Oct 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Basic Skills; *Graduate Study; Higher Education; *Remedial Programs; *Writing Across the Curriculum; *Writing Improvement; Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS- *University of Hartford CT

Writing research papers is challenging for many graduate students. In part, this problem stems from the fact that, while many students have considerable undergraduate experience with writing prose and other narrative styles, they often have little or no experience with writing in a more technical style which includes, for example, a literature review and clear documentation of sources. This paper assesses the effects of a writing workshop with eight graduate students working toward doctorates in clinical psychology. The workshop exercises were designed to accomplish three goals: (1) "normalize" students' concerns about their writing; (2) improve their basic technical writing skills; and (3) increase their motivation to write and to learn about technical writing. After the workshop, students reported that they were relieved to know they were not the only ones with concerns about writing, they had more confidence about their writing and less fear about writing. Although there were signs that participants' writing may have improved, it remains to be seen whether the improvement will be sustained over time. (Contains 13 references.) (MAH)

ED 401 851 HE 029 704

Melusky, Joseph A.; Menis, Donna M.
Taking Connections Seriously: The New and Improved SFC General Education Program.
PUB DATE- 26 Oct 96
NOTE- 19p.; Paper presented at the Conference of the Association for General and Liberal Studies (Daytona Beach, FL, October 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Related Colleges; Core Curriculum; Course Content; *Curriculum Development; Educational Development; *General Education; Higher Education; *Liberal Arts; Private Colleges; Religious Education; Required Courses; Small Colleges
IDENTIFIERS- *Saint Francis College PA

Saint Francis College (SFC), in Pennsylvania, is a private, Catholic, coeducational institution of 1,200 full-time undergraduates. Over 55 percent of the student body is enrolled in pre-professional majors; majors in the traditional liberal arts now account for only 13 percent of the student population. Faculty some time ago began to question whether the College could legitimately continue to identify itself as a liberal arts institution. In April 1993, the faculty approved a new common core curriculum and general education program that was fully implemented for the class of 1998. The new program features a 55-58 credit liberal arts core required of all students, regardless of major. The program is designed to develop general intellectual capacities, yet acknowledges the needs of the career majors. The program reflects the mission and Franciscan nature of the College and contains a series of general education goals in communication, mathematics and

DESCRIPTORS- Access to Information; *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Corporate Support; *Distance Education; Educational Media; *Electronic Classrooms; Elementary Secondary Education; *Family School Relationship; Information Sources; Internet; Motivation; Parent Participation; Telecommunications
IDENTIFIERS- Access to Computers; Computer Use; Deregulation; *Home Computers; National Information Infrastructure; *Role of Technology; World Wide Web

This document contains all of the articles from an "Education Week" special report examining technology's role in bringing schools and homes closer together. Articles include: (1) "Homeward Bound" (Peter West), about one of the nation's first "virtual teachers" and the effect of the changing dynamics of the telecommunications industry on electronic classrooms; (2) "Nerve Center" (Peter West), which details the successes and drawbacks of the Indian River Education Network (IRENE), an electronic bulletin board that allows a Florida community to gain access to school-related schedules, meeting minutes, and other information; (3) "Computer Geeks" (Peter West), outlining the increasing prevalence of computers and electronic information in the classroom; (4) "Home on the Web" (Peter West), about parent teacher association home pages on the world wide web and other ways of using the Internet to enhance communication between the school and the home; (5) "Home Improvement" (Megan Drennan), about a project whereby Bell Atlantic gave 135 inner-city seventh-graders at Christopher Columbus Middle School (Union City, New Jersey) their own home computers in order to gauge the effects of easy computer access on motivation, academic performance, and family awareness of school activities; (6) "Making It Work" (Peter West), about an entire precollegiate curriculum available online worldwide; and (7) "Equitable Pursuits" (Peter West), about a project which provides the disadvantaged with electronic links to community services and economic opportunities. (BEW)

ED 401 869   IR 017 689

West, Peter
Logged On for Learning. An "Education Week" Special Report.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 11 Jan 95
NOTE- 48p.; The version processed by ERIC has been printed from diskette and is not the printed tabloid newspaper version, though the text is the same.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reference Materials - Bibliographies (131),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Case Studies; Computer Networks; Computer Software Development; *Computer Uses in Education; Educational Media; *Educational Resources; Information Sources; *Internet; Online Searching; *Public Schools; Statewide Planning; *Telecommunications; User Friendly Interface
IDENTIFIERS- *Connectivity; Cyberspace; Federal Communications Commission; National Information Infrastructure; Role of Technology

This document and accompanying disk contain all of the articles from an "Education Week" special report examining the complex phenomenon commonly known as the "information highway" and how it affects the nation's schools. The articles, all by Peter West, include: (1) "Logged On for Learning," an overview of the creating a progress assessment portfolio; an annotated bibliography; list of contacts; sample of planning and data collection instruments; a list of data collection instruments; and an example reform portfolio. (Author/SWC)

ED 401 886 IR 018 181

Demiray, Ugur, Ed.
Distance Education Versus Classroom. Close Encounters to the Fourth Kind.
PUB DATE- 95
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Case Studies; Continuing Education; Costs; Curriculum Enrichment; Curriculum Evaluation; *Developing Nations; *Distance Education; Educational Benefits; *Foreign Countries; Population Growth; *Relevance (Education); Technological Advancement; Telecommunications

Large increases in population, combined with a growing awareness of the benefits of education and the increasing costs of conventional educational methods, are causing governments to explore alternative educational means to provide education on a large scale. Education and government planners in developing countries are attempting to provide equitable access to education, enrichment of the content of formal education to include more applied and employment-related courses, and an upgrading of skills and improvements in quality of life and human resources though continuing education. Distance education methods, utilizing communications technology, loosen the confines of traditional teaching requirements and allow larger sections of the population to benefit from education. This work is a compilation of country case studies on distance education presented at a four-month course entitled "Distance Education for Development--1991," held at the International Extension College & Department of International and Comparative Education, Institute of Education, University of London (England). The following papers are included: (1) "Colombia: University of Cartagena" (Carlos Ospina); (2) "Ghana A: Country Case Study" (Mercy Yaroh); (3) "Ghana B: The Ghana Institute of Linguistics" (Michael Awimbilla); (4) "India A: Indira Ghandi National Open University" (Dervish Gopal); (5) "India B: Technical Teacher Training Institutions" (B. G. Barki); (6) "Indonesia: The Open Junior Secondary School (STM Terbuka)" (Machdum Almunwar, Sunarti Arifin, Serfina R. Soedarmanto, and Djufri Thalip); (7) "Jamaica: UWIDITE, EBS, ISTET, JAMAL" (Cordella Lewis); (8) "The Maldives: Distance Education in the Maldives" (Mujthaba Hameed); (9) "Mauritius: Mauritius College of the Air" (Roshun Dhurbarrylall); (10) "Pakistan: Allama Iqbal Open University" (Muhammed Rashid, M. A. Zaidi, and Zahida Qazi); (11) "Sri Lanka: Open University of Sri Lanka" (Vinitha Wickramarante and Kule Kularante); (12) "Sudan: Sudan Open Learning Unit" (Adam Homidan Arbab); (13) "Tanzania: South African Extension Unit" (Margaret Kotta and Bernard Gololo); and (14) "Turkey: The Open Education Faculty" (Ugur Demiray and Marina McIsaac). (SWC)

ED 401 887 IR 018 182

Donnan, Peter, Ed.
Occasional Papers in Open and Distance Learning, Number 20.
PUB DATE- Nov 96

academic libraries and library product vendors are doing in the area of electronic reserves. The fourth section discusses future trends and the final section addresses other trends in library systems. (AEF)

ED 401 904   IR 056 147

Leung, Shirley; Bisom, Diane
Information Technology Policies. SPEC Kit 218.
PUB DATE- Oct 96
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Access to Information; Fair Use (Copyrights); Guidelines; Higher Education; *Information Policy; *Information Technology; Library Development; *Library Policy; *Library Role; *Library Surveys; Users (Information)
IDENTIFIERS- Association of Research Libraries

The objectives of this survey were: to gather information on the development of institutional information technology policies and guidelines for responsible computing and use of electronic information; to identify the scope of such policies and guidelines; and to determine the role of the library in the development and/or use of the policies and guidelines. Thirty-nine responses were received from the 119 ARL institutions surveyed; not all respondents answered all questions. Of the 39 respondents, only two indicated that their institutions have not established electronic information policies. The remaining 37 reported that their institutions have either established policies or are in the process of doing so. Six indicated that they have a combination of official and interim policies. Four responding institutions are ARL members not affiliated with higher education institutions. Survey data is discussed in terms of promoting user access of policies; participants in developing policies; relationship to other institutional policies or guiding principles; issues concerning access and use; Internet/World Wide Web access; personal homepages, and linking to commercial sites; copyright and intellectual ownership; areas and issues for future policies; incidents of improper computer usage; whether institutions should develop policies (as opposed development of policies by state and federal agencies); and whether this survey topic should be revisited at a later date. The survey confirmed that libraries have much to contribute to the development of institutional policies and guidelines, and that they should continue to participate in this development by assuming coordinating, facilitating, and collaborating roles within the institution. There is a need to structure policies to serve as an educational tool to raise the awareness of users that many issues (privacy, harassment, and copyright, for example) transcend technologies. (AEF)

ED 401 905   IR 056 178

Jennings, Mary, Ed.
Alaska Library Directory, 1996.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; Boards of Education; Committees; Elementary Secondary Education; Guidelines; Higher

implementation of the respondents' libraries is compared to their attitudes about changing to OhioLINK and then analyzed. Stage of system implementation and attitudes toward OhioLINK are examined to determine if the symptoms of technostress are less prominent among staff in libraries that are near the final stages of system implementation. Finally, level of staff participation, including training on the systems, views of this training, and participation in library committees dealing with issues of OhioLINK are examined along with the respondents' preferences of library systems to determine if involvement of staff members affects their acceptance of OhioLINK. Results suggest that computer anxiety and resistance to change were not factors in converting to OhioLINK. Some symptoms of technostress were found to decrease as the implementation of OhioLINK progressed until the system was fully operational and connected to central site. Appendices include the questionnaire and cover letter; the collection size, staff size, and automated systems in use before OhioLINK, by library; research application; and seven tables depicting results. (Contains 30 references.) (AEF)

ED 401 924   IR 056 199

Elliott, Margaret A.
The Librarian's Stereotyped Image in Romance Novels, 1980-1995: Has the Image Changed?
PUB DATE- Aug 96
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Characterization; Comparative Analysis; Fiction; *Librarians; *Novels; Role Perception; Social Bias; *Stereotypes
IDENTIFIERS- Mysteries (Literature); *Romance Novels

This paper examined the portrayal of 28 librarians depicted in 25 romance novels published between 1980 and 1995. The purpose of the study was to measure how that portrayal compared to the stereotypical image so often criticized in the professional literature. Furthermore, the results of the study were compared with the results of a master's research paper (Barnhart, 1991) which examined the image of librarians as portrayed in mystery novels. The romance novel librarians were presented as youthful, attractive, and well-dressed; their values were not those of the stereotypical puritanical librarian, and they were comfortable with members of the opposite sex. The mystery novel librarians possessed the same positive attributes which were contrary to the stereotypical image. The two groups differed with respect to gender, race, and refinement. The romance novel librarians were overwhelmingly female, very refined, and white. The mystery novel librarians were more mixed with regard to race and gender and they were less refined. Librarians in both studies were presented as helpful, friendly, and attractive professionals. Appendices include the librarian profile coding sheet; librarians who differed from the stereotyped image; comparison between the mystery novel findings and the findings of the present study; and a reading list. (Contains 27 references.) (Author)

ED 401 925   IR 056 200

Grattino, Dawn M.
A Survey of the Information-Seeking Practices of Dance Professionals in Ohio.
PUB DATE- Jul 96

Smith, Teresa S.
Uniform Resource Locators (URLs): Powerful Reference Tools for Librarians and Information Professionals.
PUB DATE- May 96
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Information; *Databases; Information Dissemination; *Information Needs; Information Retrieval; Information Scientists; Information Seeking; Internet; *Library Catalogs; Library Surveys; Online Searching; *Research Tools; Search Strategies; User Needs (Information); *World Wide Web
IDENTIFIERS- *URLs

The Internet is a network of networks which continually accumulates and amasses information, much of which is without organization and evaluation. This study addresses the need for establishing a database of Uniform Resource Locators (URLs), and for collecting, organizing, indexing, and publishing catalogs of URLs. Librarians and information professionals were asked via a World Wide Web survey to list and evaluate the URLs they most frequently use to fill information needs for their information-seeking communities. The survey achieved a response rate of 86.4% (n=70). Librarians and information professionals are incorporating URLs into the repertoire of sources they use to provide information. Projects involving construction of catalogs of URLs designed by librarians and information professionals are in the formative stages, with 44.4% of study participants having an informal collection of URLs maintained by bookmarking. The need for a listing of URLs is affirmed by the fact that 80% of participants requested a listing of the URLs resulting from the study. Appendices include the cover letter, survey, and a listing of URLs frequently accessed by surveyed librarians. (Contains 19 references.) (Author/SWC)

ED 401 943 IR 056 218

Larson, Scott
Introduction and Implementation of CD-ROM Technology in Ohio Law Libraries.
PUB DATE- 96
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Computer Networks; Databases; Information Services; *Information Technology; *Law Libraries; Librarian Attitudes; Library Acquisition; Library Surveys; Nonprint Media; *Online Systems; On the Job Training; *Optical Data Disks; Printed Materials; Research Needs; Trend Analysis; User Needs (Information); *Use Studies
IDENTIFIERS- Computer Use; *Ohio; Technology Utilization

This study is an attempt to do the following: (1) determine the extent that CD-ROM databases are used by librarians and patrons in Ohio law libraries; (2) define librarian and patron research preferences comparing CD-ROM, print, and online resources; (3) track general trends in law library acquisition of CD-ROM databases; (4) examine the degree of CD-ROM training offered in Ohio law libraries; (5) chart the availability of CD-ROM publications on computer networks in Ohio law libraries; and (6) document librarian opinions concerning the importance of print materials in an environment where duplicate electronic resources such as CD-ROM and online services are available.

(HAA)

ED 401 961 JC 960 699

Schaad, Donna
Adult Tech Prep.
PUB DATE- Oct 96
NOTE- 13p.; Paper presented at a Conference of the National Council for Occupational Education (St. Louis Union, MO, October 24-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Community Colleges; *High School Equivalency Programs; Outcomes of Education; Program Effectiveness; Reentry Students; Student Attitudes; *Tech Prep; Transitional Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- Black Hawk College IL

For over 2 years, Blak Hawk College (Illinois) has provided high school equivalency (GED) candidates and recipients, older returning students, and underprepared high school graduates with a Tech Prep curriculum to give them the skills to make the transition from adult basic education to college or work. The Adult Tech Prep (ATP) core curriculum includes applied communications, applied mathematics, applied science, computers, and job readiness, while the faculty team teaching the program has received training in applied academics, productive thinking, decision making, planning, forecasting, and communication. In order to participate in ATP, students must test at the tenth grade level in math and reading. Because ATP was designed to aid in the transition to college or work, the program's schedule mirrors that of a semester-long college program. Monday, Wednesday, and Friday the students meet for applied communications, job readiness, and computers, while Tuesday and Thursday they meet for math and science instruction. ATP has two articulation agreements with college credit programs: students can receive 4 hours of college credit if they have earned an ATP certificate and completed 9 hours at Black Hawk College and all students must take a placement test for math, reading, and English. After the program's first 2 years, 65% of the students who entered ATP have completed the program, and 77% of those who received an ATP certificate have enrolled in the college. (HAA)

ED 401 962 JC 960 700

Dutter, Denise A.
Lansing Community College Students for Volunteer Services. Final Report for Kellogg Project Number P0009741.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Community Services; Leadership Training; Minority Groups; Professional Development; Program Effectiveness; Program Evaluation; Program Implementation; *Student Participation; *Student Recruitment; Student Volunteers; Two Year Colleges; Volunteers; *Volunteer Training

females 92.8% that of males. Based on findings it was recommended that follow-up investigations be conducted to determine reasons for the disproportionate impact and that efforts be made to ensure that all students take appropriate tests. (AJL)

ED 401 981 JC 970 017

The Fact Book.
PUB DATE- Sep 96
NOTE- 120p.; For the 1991-92 Fact Book, see ED 354 949.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrative Organization; College Faculty; *College Planning; Community Characteristics; Community Colleges; Educational Facilities; Educational Finance; *Enrollment; *Institutional Characteristics; *Student Characteristics; *Student Personnel Services; Tables (Data); Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

Intended for use by decision makers involved in the planning and management of California's College of the Canyons (CC), the 10 sections of this fact book present data on the college, the college's district, student enrollment and outcomes, academic and student services, finances, and facilities. Section 1 discusses CC's mission, institutional values, and strategic goals as of 1995. Section 2 focuses on the Santa Clarita Community College District, providing data on population growth and distribution, district demographics and household trends, educational attainment and employment, and high school graduates. Section 3 charts the organizational structure of the district, providing charts of the administrative organization, instructional organization, academic divisions, college services, the CC Foundation, and the Associated Students. Section 4 presents data for 1991-96 on student enrollment, highlighting students' gender, ethnicity, and enrollment status. Section 5 provides student outcome information for the same period, focusing on grades awarded, course retention rate, certificates and associate degrees awarded, and transfer students. Section 6 focuses on faculty and staff data for 1992-96, presenting information on job classification, full-time faculty, gender, ethnicity, and degrees attained. Section 7 discusses student services for 1991-92 to 1995-96, detailing the numbers of students utilizing college services, while section 8 focuses on academic programs and services for fall 1991 to fall 1995 and spring 1992 to spring 1996. The final sections deal with the financial resources for 1992-96 and physical facilities, including a campus map and construction projects through 2001. (TGI)

ED 401 982 JC 970 018

Disproportionate Impact Study, Writing Sample Test.
PUB DATE- Oct 96
NOTE- 15p.; For related reports on disproportionate impact, see JC 970 015-016.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Student Characteristics; *Student Placement; *Test Bias; Test Validity; Two Year Colleges; *Two Year College Students; *Writing Evaluation;

(055)
DESCRIPTORS- *Community Involvement; Educational Change; *Educational Cooperation; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; *School Community Relationship; Volunteers

Providing training for teachers and educators in home-school-community involvement is important for an obvious reason: schools don't operate in a vacuum. To be successful in the primary mission of educating the community's children, educators need to know a great deal about the community and the families from which the children come. The focus of this manual is the crucial role the classroom teacher plays in parent and community involvement efforts. It may be used as a reference, as the basis for a course, or in individual units for topical presentations. After an introductory unit on the social environment and forces that are necessitating educational reform, the text covers: (1) demographics and trends influencing public education; (2) changing attitudes; (3) what the research is saying; (4) a framework for parent involvement; (5) principles for successful programs and strategies for reducing home-school barriers; (6) implementation strategies; (7) building bridges between home and school; and (8) school volunteer programs. Information on the Family Involvement Partnership for Learning and a list of members of the National Coalition for Parent and Community Involvement in Education (NCPIE) are also included. Contains 55 references. (EV)

ED 402 001 PS 024 289

Manual for Head Start Administrators. Volume I: Head Start Requirements.
PUB DATE- 25 Jul 94
NOTE- 325p.; This manual should be used in conjunction with the "Discretionary Grants Administration Manual," ED 281 079.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; Administrative Principles; *Administrator Guides; Disabilities; Eligibility; Federal Aid; *Federal Legislation; *Federal Programs; Federal Regulation; Preschool Education; *Program Administration; Program Guides; Program Implementation; Recruitment; Standards
IDENTIFIERS- Department of Health and Human Services; *Head Start Program Performance Standards; *Project Head Start; Rules and Regulations; Special Needs Children

Head Start Administrators must be fully knowledgeable of all applicable Federal requirements and skilled in applying these requirements in the daily operation of their program, whether starting a new program or striving to maintain a high quality program. This manual provides Head Start administrators with a compilation of the program requirements necessary for operating a Head Start program. The manual also contains general requirements which apply to all programs funded by the Department of Health and Human Services. Part one of the guide presents the Head Start Act, the legislative authority which authorizes program functions, purpose, funding, reporting, and evaluative requirements. Part two addresses Head Start regulations, including grants administration, funding, refunding, appeal procedures, program performance standards, eligibility, recruitment, selection, enrollment, staff

Shulman, Shanna
KidsCount in Colorado! 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 49p.; Support also received from FHP Health Care and Piton Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Abuse; *Child Health; Child Neglect; Child Support; Day Care; Early Intervention; Infant Mortality; One Parent Family; Primary Education; Program Descriptions; School Age Day Care; *Well Being; *Young Children
IDENTIFIERS- *Colorado; *Indicators; Paternity Establishment

This 1995 KidsCount in Colorado report examines challenges and offers examples of how prevention and early intervention strategies can make a difference in the lives of Colorado children. The report looks at the state of child well-being in Colorado in terms of health, early care and education, and primary education. Statistics and descriptions are given for the following topics: (1) family resource centers; (2) prevention; (3) single parenthood; (4) paternity establishment; (5) child support enforcement; (6) prenatal care; (7) low birth weight; (8) regular preventive care; (9) infant mortality; (10) injury prevention; (11) health insurance; (12) abuse and neglect; (13) who is raising our children; (14) child care capacity and quality; (15) preschool; (16) school age care; (17) child care assistance; (18) child care and the workplace; (19) school enrollment increases; (20) school readiness; (21) school success; (22) skill levels; and (23) county composites. Throughout this report, child health and well-being anecdotes, short case studies, graphs and figures are presented. Includes 96 references. (WJC)

ED 402 020 PS 024 716

Unnikrishnan, Namita, Comp.
Culturally Relevant Intervention Strategies for the Psycho-social Development of Children and Youth in Poverty. Workshop Report of the International Society for Study of Behavioural Development (India) South Asian Workshop (Chandigarh, India, November 20-23, 1995).
PUB DATE- Nov 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Asian Studies; *At Risk Persons; *Childhood Needs; *Children; Child Welfare; Cultural Awareness; Cultural Relevance; Developmental Psychology; Disadvantaged Environment; Economically Disadvantaged; Family (Sociological Unit); Family Income; Foreign Countries; Homeless People; Indians; *Intervention; Low Income; *Poverty; Poverty Areas; Poverty Programs
IDENTIFIERS- *Asia (South); Cultural Sensitivity; India; *Psychosocial Development

A product of the South Asian Regional Workshop of the International Society for the Study of Behavioural Development (ISSBD), this report was intended to identify problems of low-income families in South Asia and create methods to serve their needs. The report begins with an introduction to the India chapter of the ISSBD; it then provides an overview of the

the contextual factors, interpersonal relationships, and forms of parental control and management that prevail in each. Chapters 8-12 explicitly examine the experience of participating in two different parental households, including visitation, the relationship with the nonresidential parent, feeling conflicted, and inconsistency in households' patterns of control and management. Finally, chapter 13 summarizes the main findings and considers their implications. The summary indicates only minor differences among the three residential groups, on the average, in adolescent adjustment. What differences there were favored the adolescents in dual residence, and indicated somewhat more adjustment difficulties among father-resident adolescents. Contains 153 references. (EV)

ED 402 038 PS 024 803

Daniels, Ed; Gatto, Mike
The Cooperative Companion Digest (No. 1-4). Thinking about the Nature and Power of Cooperative Learning.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Class Organization; Competition; *Cooperation; *Cooperative Learning; *Educational Cooperation; Elementary Secondary Education; Group Activities; *Grouping (Instructional Purposes); *Learning Strategies; Resource Materials; School Administration; *Small Group Instruction; Student Participation; Teamwork
IDENTIFIERS- Interdependence

These digests provide information for educators about the nature of cooperation and how cooperative principles can be used to restructure classrooms, administrative hierarchies, and work relationships of all types. Digest 1 describes the competitive, individual, and cooperative interaction patterns and examines the impact of cooperative learning experiences on achievement levels. Digest 2 presents one teacher's experiences with traditional student grouping; differentiates traditional and cooperative learning groups; recommends the number of students in a cooperative depending upon the teacher's intent; examines group composition; and discusses random and structured grouping as two ways to arrange cooperative groups. Digest 3 discusses positive interdependence and individual accountability as elements differentiating cooperative learning from group work and examines simultaneity, proximity, and social skills as important elements of cooperative learning. Digest 4 further examines nine types of positive interdependence and how teachers can incorporate them into cooperative learning activities: (1) goal interdependence; (2) resource interdependence; (3) role interdependence; (4) identity interdependence; (5) task interdependence; (6) reward interdependence; (7) outside enemy interdependence; (8) environmental interdependence; and (9) fantasy interdependence. (KDFB)

ED 402 039 PS 024 804

Taylor, Barbara Lynn
School Success Takes Teamwork: Taming the Homework Monster. Successful Parenting. Facilitator's Guide. Part Five.

surrounding surface, and taking measurements of the equipment to determine the proper size of bars and rails as well as potential strangulation hazards. Appended to the paper is "Every Parent's Guide to Assessing Playground Safety: Five Easy Steps for Spotting the Most Important Equipment-related Hazards." (BGC)

ED 402 056 PS 024 826

Holden, George W.
Parents and the Dynamics of Child Rearing.
PUB DATE- 97
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attachment Behavior; Child Abuse; Child Neglect; *Child Rearing; Children; Ethology; Family Environment; Family Problems; Literature Reviews; Models; Parent Attitudes; *Parent Child Relationship; *Parent Influence; Parent Role; Parents; Parents as Teachers; Policy Formation; Research Methodology; Social Influences; Socialization; Social Theories; Systems Approach
IDENTIFIERS- Behavior Genetics; Developmental Behavioral Genetics; Parent Effectiveness; Research Synthesis; Social Learning Theory; Theory Development; Vygotsky (Lev S)

This book, designed for advanced courses on parent-child relationships, examines scientific evidence concerning parents' effect on children's development. Chapter 1, "The Development of Child-Rearing Research: From Mere Beliefs to a More Dynamic Perspective," discusses the beginnings of and current trends in child rearing research and introduces a dynamic approach. Chapter 2, "Theories of Parent-Child Relationships," examines major theories such as ethology, attachment theory, social learning theories, and ecological systems theory and suggests directions for theoretical integration. Chapter 3, "Different Approaches Used in Studying Parent-Child Relationships," compares and evaluates six approaches to studying the parent-child relationship: trait, social learning, social address, momentary process, child effects, and parental beliefs. Chapter 4, "The Determinants of Parental Behavior," considers models of child rearing determinants, using ecological systems theory as an organizing framework. Chapter 5, "Associations between Parenting and Children's Outcomes," examines early and contemporary research on parental effects in five fundamental arenas: (1) attachment process; (2) social learning experiences; (3) interactional processes; (4) explicit teaching; and (5) quality of the child's environment. Chapter 6, "The Attributes of Effective Parents," identifies characteristics of effective parents in arenas of influence. Chapter 7, "When Parenting Goes Awry: Child Maltreatment," discusses the etiology of physical and sexual abuse, neglect, and psychological maltreatment. Chapter 8, "Contemporary Family Problems and Social Policy," discusses social conditions threatening children's development and presents social policy responses. Chapter 9, "Summary and Implications of a Dynamic View of Parents," reiterates the need for a dynamic perspective and identifies research implications. (Contains approximately 650 references.) (KDFB)

ED 402 057 PS 024 827

Taylor, Karen; Hege, Steve

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Classification; Cognitive Processes; Developmental Tasks; *Difficulty Level; Factor Analysis; Foreign Countries; Hypothesis Testing; Piagetian Theory; *Relationship; *Thinking Skills; *Young Children
IDENTIFIERS- Cardinality; Class Inclusion; Fluid Intelligence; Neo Piagetian Theory; Relational Understanding; Relative Clauses; Transitivity; Working Memory

This study examined the hypothesis that age-related increases in reasoning ability are associated with the ability to represent relations of increasing complexity, defined as the number of entities related. The study's purpose was to determine the extent to which this ability to process relations with three entities increased between ages 4 and 8 years, and whether this ability is domain-general. A total of 136 children, ages 3 to 8 years, performed relational tasks in 6 content domains: (1) transitivity; (2) hierarchical classification; (3) cardinality; (4) comprehension of relative clause sentences; (5) hypothesis testing; and (6) class inclusion. Relational complexity was manipulated within each domain. Tests of working memory and fluid intelligence were also given. Results showed significant correlations among tasks from different domains. The age by which 50 percent of the children processed relations with three entities was between 5 and 6 years. In a factor analysis, all tasks loaded on a single factor labeled Relational Complexity. Relational Complexity factor scores were estimated and interpreted as a content-independent measure of the ability to process relations. Relational Complexity was significantly correlated with age, fluid intelligence, and working memory. (Contains 12 references.) (Author/KDFB)

ED 402 074 PS 024 850

Kaufman, Bobbie; Wohl, Agnes
Casualties of Childhood: A Developmental Perspective on Sexual Abuse Using Projective Drawings.
PUB DATE- Apr 92
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Child Abuse; Child Development; Children; *Childrens Art; Diagnostic Tests; Emotional Response; *Freehand Drawing; Individual Development; Personality Assessment; *Projective Measures; Psychological Evaluation; Self Concept; *Sexual Abuse
IDENTIFIERS- Dissociation; House Tree Person Projective Test; Kinetic Family Drawings; *Latency Age Children; Object Relations; Superego

Recognizing the compelling language of imagery available in the drawings of children who have been sexually abused, this book focuses on the link between sexual abuse during the latency period and specific developmental problems. Chapter 1, "Paradigms of Trauma and Sexual Abuse," presents sexual abuse as an external event associated with a dissociative state, self-esteem mutilation, and mood disturbances. Chapter 2, "General Principles in the Analysis of Projective Drawings," discusses drawings as a projective tool, developmental aspects, specific information on the House, Tree, Person, and Kinetic Family Drawing measures, and results of a pilot study of projective drawings to suggest sexual abuse. Chapter 3, "The Projections unmarried, or have not completed high school. Section 1 of the report, "Indicators of Child and Family Well-Being," analyzes state and county trends, assesses the economic impact, presents county comparisons, and lists numbers, rates, and rankings for each county and for the state. Section 2, "Public Programs for Children and Families," provides an overview of the major public programs providing health, income, nutrition, child protection, and early care and education services to children and families. The major finding is that over the multi-year period covered by the report, six indicators of child well-being showed improvement while three declined. On all indicators where information is available by race, African-American children fared worse than white children. (Methodology information is appended. Contains approximately 80 references.) (KDFB)

ED 402 093 PS 024 873

Georgia Kids Count Factbook, 1994.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; Births to Single Women; Birth Weight; Child Abuse; Child Custody; *Children; Demography; Dropout Rate; Early Parenthood; Economically Disadvantaged; Employed Parents; Family Income; Grade Repetition; Infant Mortality; Infants; Kindergarten; Mothers; One Parent Family; Racial Differences; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- *Georgia

This factbook presents statistical data and examines trends for 10 indicators of children's well-being in Georgia. The indicators are: (1) low birthweight infants; (2) infant mortality; (3) death rate of children ages 1 to 14 years; (4) violent death rate of teenagers aged 15 to 19 years; (5) rate of child abuse and neglect; (6) juveniles committed to state custody; (7) birthrates to teenagers aged 15 to 19 years; (8) high school completion; (9) kindergarten retention; and (10) family at risk index, defined as percent of first births to mothers who are younger than 20 years old, unmarried, or have not completed high school. Section 1 of the report, "Indicators of Child and Family Well-Being," defines the indicator, its significance, discusses contributing factors and changes since the 1980s, presents a line graph showing trends over 13-14 years, county comparisons, and a table listing numbers, rates, and rankings for every county and for the state. Section 2, "Special Report: Poor Children and Their Families," examines children's economic well-being. The major finding of the report is that since 1993, there has been improvement on 6 indicators and setbacks on 3. There are also marked racial and county differences in several indicators. (Tables and methodology information are appended.) (KDFB)

ED 402 094 PS 024 874

Georgia Kids Count Factbook, 1995 Supplement.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Equipment Evaluation; *Equipment Maintenance; Foreign Countries; *Playgrounds; Repair; *Safety

IDENTIFIERS- Australia (Victoria); Playground Design; *Playground Equipment

People today demand a safer work environment and a safer play environment for children. Accidents such as broken arms are no longer accepted as an inevitable part of growing up. This paper presents recommendations for the maintenance of safe playground areas and equipment, covering three main areas: (1) inspections, which should follow a specified schedule based on manufacturers' instructions and local risk factors, and that should be developed in conjunction with a playground inventory or register; (2) maintenance, which involves routine work based on manufacturers' instructions and local risk factors; and (3) corrective maintenance, which involves the creation of procedures for corrective action toward hazards identified during inspection. The paper also discusses planning for maintenance, why maintenance is necessary and what it is, special attention and urgent repairs for certain equipment, isolating equipment from further use, legal responsibilities, and characteristics of old versus new playgrounds. (EV)

ED 402 112 RC 020 765

YES Youth Environmental Service: Technical Assistance Package.

PUB DATE- Jun 96

NOTE- 68p.; For program summary, see RC 020 815. Printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *At Risk Persons; *Cooperative Programs; *Delinquency Prevention; *Delinquent Rehabilitation; Environmental Education; Job Skills; Juvenile Justice; Outdoor Education; *Program Development; Service Learning; Technical Assistance; *Youth Programs

IDENTIFIERS- Adjudicated Youth; Department of the Interior; Federal Lands; Juvenile Justice Delinquency Prevention Office

The Youth Environmental Service (YES) aims to rehabilitate adjudicated delinquents and to prevent at-risk youth from entering the juvenile justice system by engaging them in environmental work and education programs on federally owned land. YES is a joint program of the U.S. Department of the Interior (DOI) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). Key elements of the program are involvement of at-risk or delinquent youth; a partnership between a youth-serving agency and a federal land management agency; availability of federal land; a provider experienced in working effectively with at-risk or delinquent youth; a clear allocation of responsibilities; and the provision of meaningful opportunities for youth to learn new skills, develop a sense of accomplishment, and make contributions to the environment. This document includes an overview of the YES initiative; what the program can offer; developing YES partnerships; steps to

American Indian secondary school students coping and suicide prevention skills. Although the curriculum was designed for high school students, many of the lesson plans and activities can be used with middle school students. The goal is to address the significant problem of suicide among American Indian adolescents and to help students understand and feel comfortable talking about issues such as depression, stress, anger, sexuality, and grieving. The introduction covers special concerns in teaching about suicide, guidelines for implementing the curriculum, and a checklist for assessing suicide risk. The guide consists of 7 sections that include 37 lesson plans. Sections cover the following topics: building self-esteem; identifying feelings, emotions, and life stressors; developing effective communication and problem-solving skills; recognizing and eliminating self-destructive behavior; exploring reasons why people attempt suicide; identifying ways to help friends who are considering suicide; and planning for the future. Lesson plans include objectives, instructional materials, suggested time frames, lesson content, and learning activities. Learning activities focus on developing social skills and include information on the rationale and components of a particular skill, modeling and demonstration of a skill, skill practice, and feedback on individual skill performance. Includes student knowledge test, glossary, and index. (LP)

ED 402 130 RC 020 813

McNair, Joyce; Phillips, Ashley
One Family, One Community: Urban Indian Adult Education Program.
PUB DATE- 96
NOTE- 27p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Agency Cooperation; *American Indian Education; American Indians; Community Involvement; Computer Literacy; Cooperative Programs; Culturally Relevant Education; Educational Needs; *Employment Potential; Higher Education; *High School Equivalency Programs; *Job Skills; Nonprofit Organizations; Program Descriptions; *Urban American Indians

This report describes programs implemented by United Indian Nations, Inc. (UIN), based in San Francisco, California. UIN is a community-based, nonprofit agency managed by American Indians. Since 1979, UIN has promoted the economic self-sufficiency and self-determination of the more than 40,000 Indian people residing in the San Francisco Bay area. One of UIN's major efforts to confront the complex economic and social issues affecting the Indian community was the Community Mobilization Project, a collaboration of seven nonprofit Indian agencies that formed community councils to address issues related to health, families, education, and economic development. To improve the educational opportunities of American Indians, UIN developed the Urban Indian Adult Education Program, which aims to increase the number of American Indians who attain their GED, to improve the basic skills and computer literacy of American Indians, and to enhance the employment potential of the Indian population. This program is facilitated within the UIN Technical Training and Education Center, a computer training and education center that provides hands-on instruction and maintains a state-of-the-art computer lab. In this 12-week, full-time program, students complete courses in math, English, social studies, science,

The "Generation Earth" Companion Manual: Your Guide to Environmental Education Replication.
PUB DATE- 95
NOTE- 47p.; Designed to accompany a videotape entitled "Generation Earth" which is not included here.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Biology; *Ecology; Elementary Secondary Education; *Environmental Education; Film Production; *Futures (of Society); *Interdisciplinary Approach; *Learning Activities; *Pollution; *Recycling; Science and Society; Science Curriculum; Science Projects; *Social Action; Social Change; Water Quality

This manual presents a variety of ideas for environmental education projects that range in duration from two weeks to several years. All of the projects are designed to make learning interesting and relevant to the lives of students by enabling them to develop a sense of connection to their world and a framework that empowers them to make positive contributions to the environment. The manual outlines the projects depicted in the videotape and provides project contacts, state education contacts, fundraising ideas, curricula and other resources. Both the manual and the videotape are divided into three sections: On Campus, Off Campus, and Educating Others. Topics for projects include trash analysis, printing a newspaper, and making a documentary film. The procedure to use when performing environmental audits in school and business settings is explained. (DDR)

ED 402 150 SE 058 767

Achieving Gender Equity in Science Classrooms: A Guide for Faculty.
SPONS. AGENCY- New England Consortium for Undergraduate Science Education.
PUB DATE- Jun 96
NOTE- 33p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; *Educational Strategies; Engineering; Evaluation; *Higher Education; Minority Groups; *Science Education; Sciences; Sex Differences; *Sex Fairness
IDENTIFIERS- *Gender Issues

This handbook arose from a project that was designed to examine the role that science education plays in the underrepresentation of women in science. It is based on case studies of introductory science classes, surveys of syllabi and textbooks used in science classrooms, a survey of the literature on the history of women in science and current research on gender in science education, and interviews with male and female science faculty. This handbook describes aspects of culture that researchers believe contribute to the attrition of women from science, mathematics, and engineering majors and gives concrete suggestions for addressing each of these issues. It aims at helping faculty members become more aware of the issues that affect women in science and providing

Edwards, Ronald
Algebra Magic Tricks: Algecadabra! Volume 2.
PUB DATE- 94
NOTE- 91p.; For Volume 1, see SE 059 335.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Classroom Techniques; *Critical Thinking; *Educational Games; Elementary Secondary Education; *Learning Activities; Mathematics Instruction; *Problem Solving

This resource book contains 15 magic tricks based on the properties of whole numbers that are intended to spark the interest and imagination of students. Following each activity, students are asked to write about their discoveries and to create their own magic tricks. A matrix of skills for all the activities and lists of the materials required for each activity are included. Each of the activities has three sections: unraveling the trick, questions to ponder, and further investigations. The emphases of these activities are on student discovery, critical thinking, verbal and written communications, and creativity. The tricks work well in whole class or small group situations. (DDR)

ED 402 174 SE 059 368

Madison, Stafford; Paly, Melissa
A World in Our Backyard: A Wetlands Educational and Stewardship Program.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Outdoor Education; *Science Curriculum; Science Experiments; *Scientific Literacy; *Social Action; Videotape Recordings; *Wetlands
IDENTIFIERS- New England

This guide aims to help students get to know the complexities of wetlands, discover wildlife, enjoy the experience of being outdoors, and learn how necessary wetlands are to the health of our environment. Both the guide and the accompanying videotape are resources of information about wetlands in New England. Eight main topics are treated: wetland science, wetland types, wetland functions, threats to wetlands, finding a wetland to study, adopting a wetland, wetland field study procedures, and protecting wetlands. Each topic is accompanied by student activities and the background information required for a thorough understanding of the topic. Some topics are accompanied by sections that discuss student-based research and procedures to initiate social action. Included in the appendix are a wetland education directory and lists of wetland education resources and wetlands curricula. Contains 31 references. (DDR)

ED 402 175 SE 059 389

Mortensen, Lynn L., Ed.
Global Change Education Resource Guide.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.;

understanding, and retention for women and minority students in calculus courses. One result of this work has been students creating calculus animations using computers. This paper reports on a workshop that had participants create projects and animations on the TI-92 calculator. The two projects presented here are an economics project that can effectively exploit the classroom use of the new TI-92 calculator and an animation of the MacLaurin series for Sin(x). Steps to create animations using the TI-92 are also included. (JRH)

ED 402 196 SE 059 511

Bernard, Robin
Bears. Interactive Animal Kit. Grades 1-3.
PUB DATE- 96
NOTE- 33p.; Developed in cooperation with the Great Bear Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Primary Education; *Science Activities
IDENTIFIERS- *Bears

This kit was created to make learning about bears a fun and meaningful experience for teachers and students. It offers students opportunities to learn about favorite animals through an assortment of fun activities filled with information. The activities interact with science, language arts, critical thinking, music, social studies, math, art, and drama. The kit includes information, activities, two full-color posters, and an audio cassette. (JRH)

ED 402 197 SE 059 526

Hagedorn, Linda Serra; And Others
Factors Leading to Gains in Mathematics during the First Year of College: An Analysis by Gender and Ethnicity.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 96
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Ethnicity; Financial Support; Higher Education; *Mathematics Achievement; Racial Bias; *Sex Differences; Social Influences; Student Attitudes; Study Habits
IDENTIFIERS- Gender Issues

Research studies generally focus on mathematics achievement in college across various ethnic and gender subpopulations and have suggested that various factors such as mathematical ability, persistence, anxiety, attitudes, backgrounds, and exposure have been explanatory factors of mathematics achievement. This study explores nontraditional associating factors for the accruement of mathematical skills during the first year of college, including the role of factors pertaining to academic and social involvement, student study behavior, student perceptions of the quality of teaching, financial support, and awareness of prejudice. It involved testing a model of mathematics gain on a nationally representative sample of first-year college students by both gender and ethnicity.

asks students to watch a video segment and listen to a Sengalese storytelling tape as a basis for discussions and related activities. The activities culminate in the formation of a student band in lesson 2, and student composition of a musical story in lesson 3. Unit 4, "Folklife Celebrations," presents lessons; "Comparing Two Celebrations"; "Moko Jumbie and Serignou Mbeur," a discussion of the masquerading stiltwalkers and wrestlers' spiritual coach; and "Plan Your Own Celebration." Appendices give a "Vocabulary"; "Resources"; "Checklist of Kit Contents"; a "Narration of Videotape"; and a kit "Evaluation Form." (MM)

ED 402 217 SO 025 736

Just Solutions.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- *Age Discrimination; *Citizen Role; Citizenship Education; *Citizenship Responsibility; *Civil Liberties; Civil Rights; Equal Protection; Freedom of Speech; Government Role; Justice; *Law Related Education; Local Government; Racial Discrimination; Secondary Education; Social Studies; *Student Rights
IDENTIFIERS- American Bar Association

Written by students for students, this collection of articles contains students' perspectives on justice, fairness and equity in the lives of young people. The issue provides a vision of the future, strategies for individual involvement, and practical suggestions for initiating change. Specific issues include the rights of minors, discrimination, the role of government, and violence. The students advocate student participation in local school governance, allowing school newspapers more freedom, and increased student community service as possible solutions to community problems. (TSV)

ED 402 218 SO 026 019

Feinstein, Sherry; Wood, Robert W.
South Dakota First through Fifth Grade Teachers' Perceptions of Law-Related Education.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Educational Research; Elementary Education; *Law Related Education; *Social Studies; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *South Dakota

Analyzing teachers' perceptions of law-related education in grades 1-5 in South Dakota on the basis of a sample group of 310 teachers, this study concludes that while teachers value law-related education, significant impediments to successful programs exist. The paper examines law-related education implementation methods, perceptions of impact of on students, background experience of teachers, and instructional needs. The based on the author's own experience and philosophy. Student centered discussions are effective and less risky for engaging in religious issues. Student discussions also are the best way to involve students who feel threatened by religious subjects and to take advantage of the many religious beliefs shared by students. General procedures for getting religious discussions started are to encourage participation by way of "I-statements"; have a plan of topics to discuss beforehand; ask open-ended questions; validate positions; rationalize; reason and always promote respectful and civil dialogue as both a personal and historical topic. A sample template for discussions, sample activities, and discussion questions are included. Contains 13 references. (JAG)

ED 402 242 SO 026 417

Arts for Life Videotape .
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 90
NOTE- Running Time: 15 Minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Non-print Media (100)
DESCRIPTORS- *Art Education; Creativity; *Critical Thinking; Elementary Secondary Education; *Visual Arts

Narrated by actor Howard Hesseman, this videotape presents arguments for promoting art education in the nation's schools. Interviews with art education leaders, industry leaders, teachers, and principals reveal their convictions that adequate training in critical and creative thinking is necesseary for successful participation in the international competitive market. They feel that art education positively impacts other content areas, improving language, cirticial thinking, and interpretive skills. (DQE)

ED 402 243 SO 026 418

The Imagination Machines. An Explanation of the Role of Computer Technology in Arts Education and the Impact of the Arts on New Electronic Learning Tools. Videotape.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 91
NOTE- Running Time: One Hour.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Non-print Media (100)
DESCRIPTORS- *Art Education; *Computer Assisted Instruction; *Computers; Dance Education; Elementary Secondary Education; *Interdisciplinary Approach; Music Education; *Technology; Theater Arts; *Visual Arts

Narrated by actor Kadeem Hardison, this documentary videotape presents arguments and examples for using Computer Assisted Instruction (CAI) in today's classroom. Experts in education examine how individuals currently use technology and suggest

Bryan, Betsy Morrell; Cohen, Judith Love
You Can Be a Woman Egyptologist. Careers in Archaeology, Part I.
PUB DATE- 93
NOTE- 43p.; For other items in this series of juvenile vocational guidance booklets, see SO 027 452-454.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; *Archaeology; Art Activities; Art History; Beliefs; *Career Exploration; *Career Guidance; Elementary Education; *Females; Foreign Countries; International Communication; Multilingualism; *Social Studies
IDENTIFIERS- *Egypt; *Egyptology; Funerals

This booklet stresses the value of various academic studies (e.g., history, language, art, archaeology) as prerequisites for a career in Egyptology, by depicting real women whose careers provide inspirational role models. The first section is a text designed for use by elementary students and presents the career of Egyptology from a woman's point of view. Both female and male students are encouraged to view Egyptology as a potential career choice. The second section provides the teacher with three lesson plans for classroom use. The lesson plans are aimed at exploring: (1) the processes involved in archaeology; (2) Egyptian art; and (3) the relationship between ancient Egyptian funerary practices and beliefs. Each lesson format includes a purpose or objective, materials, procedures, and conclusions. (MM)

ED 402 264 SO 027 454

Gabriel, Diane L.; Cohen, Judith Love
You Can Be a Woman Paleontologist.
PUB DATE- 93
NOTE- 43p.; For other items in this series of juvenile vocational guidance booklets, see SO 027 452-53. Illustrated by David A. Katz. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Ancient History; Anthropology; *Career Exploration; *Career Guidance; *Dinosaurs; Elementary Education; *Females; Geology; *Paleontology; *Social Studies

This booklet stresses the value of various academic studies (e.g., history, geology, anatomy, physical anthropology) as prerequisites for a career in paleontology, by depicting real women whose careers provide inspirational role models. The first section is a text designed for use by elementary students and presents the career of paleontology from a woman's point of view. Both female and male students are encouraged to view paleontology as a potential career choice. The second section provides the teacher with four lesson plans for classroom use. The lesson plans are aimed at examining: (1) the variety of environments that dinosaurs lived in and how we know about them; (2) features of dinosaur anatomy; (3) what fossils are and how they came to be; and (4) the size of dinosaurs. Each lesson format includes a purpose or objective, materials, procedures, and conclusions. (MM) had testing provisions on their initial licenses. Analysis of the study data revealed that approximately 61 percent of those with testing provisions needed to take the basic skills tests (Praxis I; Pre-Professional Skills Tests); 55 percent had the Professional Knowledge Test listed as a provision; and 74 percent were required to take one or more Specialty Area Tests (Praxis II; Subject Assessments). Over one-half (55-62 percent) of all those with testing provisions removed these within one year; and an additional 26-28 percent had completed all testing requirements by the end of the second year; 3-8 percent failed to remove their competency testing provisions by the deadline. Data tables are included. The two appendices, which comprise approximately half the report, provide a frequency distribution of test scores and an information bulletin on the Nevada Competency Testing Program describing requirements, exceptions, and procedures. (ND)

ED 402 285 SP 037 043

Hallam, Glenn L.
The Adventures of Team Fantastic: A Practical Guide for Team Leaders and Members.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Group Activities; Leaders; *Leadership; *Management Development; Teacher Improvement; *Team Training; *Teamwork
IDENTIFIERS- *Management Skills

This publication looks at the ways in which one who is part of a team can help improve the team's performance. The successes and failures of a fictional team are used to illustrate real-life team skills. Examples are drawn from a number of imaginary scenarios--for example, looking for a cache of diamonds in the Brazilian jungle, straightening ties on a mid-eighteenth century railroad track, and acting in a Shakespearean play in the seventeenth century. A series of recommendations for team members provides specific advice on how to improve performance in areas such as clarifying personal goals, managing conflict, better utilizing available skills, becoming more innovative, and building commitment. A worksheet helps the reader choose the most important recommendations, rank them by importance, and develop specific goals for team improvement. (ND)

ED 402 286 SP 037 044

Boggs, Heather
Launching School Change through Teacher Study Groups: An Action Research Project.
PUB DATE- Oct 96
NOTE- 26p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Curriculum Development; *Educational Change; Elementary Education; *Faculty Development; *Group Activities; *Teacher Attitudes; Teaching

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Driver Education; Instructional Materials; Junior High Schools; *Junior High School Students; Motor Vehicles; *Restraints (Vehicle Safety); *Safety Education; Safety Equipment; Teaching Guides; *Traffic Safety

This information packet describes the teacher's role in Car Club, a program designed to convince junior high school students to use motor vehicle safety belts. Students are approached as both passengers and future drivers to help them examine their roles and responsibilities relating to safety belts and occupant protection systems, including air bags. The guide includes: outlines of the four modules; an Answer Key for student self-assessment and discovery sheets, and for a student activity exercise; a listing of vehicle occupant safety resources; and Student Activity Sheets (Self-Assessment, Discovery Sheets, Short Spins, Road Trips, Logos and Certificate, and Parent/Student Contract). The resource list highlights print materials, videos, tapes, films, and public service announcements and where they can be obtained; and associations and organizations that can provide additional materials and support. Organizations are presented in Health, Law Enforcement and Judicial, Traffic Safety, and Education categories. (MAH)

ED 402 306 SP 037 070

Harrold, Maxine
Wheat for You.
PUB DATE- Sep 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Eating Habits; Elementary Education; Elementary School Students; Food; *Foods Instruction; Grade 4; *Health Education; *Nutrition; *Nutrition Instruction; Teaching Guides
IDENTIFIERS- *United States Dietary Guidelines

This guide contains information and lesson plans for use in teaching students the importance of developing and maintaining a healthy diet. The lessons are primarily for use in fourth-grade classrooms, but portions of the lessons are appropriate for more advanced age groups. Each lesson plan is accompanied by worksheets and activities planned to help students better understand the importance of including wheat foods in their diet. Included are lesson plans and answer keys on: (1) The Wheat Plant; (2) Digestion and Wheat Nutrients; (3) Where's the Wheat: How To Read Food Labels; (4) Eating for Life: the U.S. Department of Agriculture Food Guide Pyramid and Dietary Guidelines; and (5) Cooking with Wheat. Some lesson plans also include resources for further information, recipes, and instructions for crafts projects using bread dough. (MAH)

ED 402 307 SP 037 071

Wheat for Kids! and Teacher's Guide.
PUB DATE- Oct 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Eating Habits; Elementary

computer-based skills. Every facet of the program was designed to increase connections, between ideas, between students, among faculty, between courses and co-curricular experiences and between the college and the larger community. (MAH)

ED 401 852 HE 029 705

Carp, Richard M.
Toward an Investigation of Metadisciplinarity: A Provocation in the Humanities.
PUB DATE- 4 Oct 96
NOTE- 10p.; Paper presented at the Annual Conference of the Association of Integrative Studies (18th, Ypsilanti, MI, October 3-6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Concept Formation; Higher Education; *Humanism; *Humanities; *Intellectual Disciplines; Intellectual Experience; *Intellectual History; Philosophy

This paper takes the position that "the general phenomenon of meta-disciplinarity should find a place in contemporary investigations into the organization and production of knowledge." In the meta-disciplinary triad of art, science, and the humanities, the humanities originated out of a distinction between the human and the divine. The history of the humanities meta-discipline from early factors such as the re-emergence of classical texts and the degradation of medieval Scholasticism and the extra-intellectual factors including economics, social change, political power, institutional development, and psychological formations. The paper also raises questions about the relationship of inquiries into values and worth raised by the humanities and those of theology, biblical studies, and other descendants of the divinities. It is suggested that investigation of the real motive powers and structuring influences behind discipline formation should be carried out with respect to the meta-disciplines of science and art as well. (Contains 16 references.) (MAH)

ED 401 853 HE 029 706

Shin, Un-chol
Hermeneutics of Integrative Knowledge.
PUB DATE- Oct 96
NOTE- 17p.; Paper presented at the Annual Conference of the Association for Integrative Studies (18th, Ypsilanti, MI, October 3-6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Epistemology; *Hermeneutics; Higher Education; *Humanities; Integrated Curriculum; Intellectual History; Interdisciplinary Approach; *Natural Sciences; *Philosophy; *Social Sciences
IDENTIFIERS- Habermas (Jurgen); Polanyi (Michael); Ricoeur (Paul)

This paper examines and compares the formation processes and structures of three types of integrative knowledge that in general represent natural sciences, social sciences, and humanities. These three types can be observed, respectively, in the philosophies of Michael Polanyi, Jurgen Habermas, and Paul Ricoeur. These types of integrative knowledge are featured in report; (2) "Wired for the Future," about classroom connectivity; (3) "Paving the Way for the Highway," discussing the Federal Communication Commission's aim to get every classroom in the United States online; (4) "States Map Out Their Digital Futures," about a meeting of state networking representatives to discuss the National Information Infrastructure; (5) "Cybersources," a brief list of recommended informational reports; (6) "A Soft Sell," about the competition among software developers to create highly marketable educational applications; (7) "Cyberspeak," important terms and definitions for the information age; (8) "Reach Out and Touch," about the user-friendliness of touch-screens; (9) "The Search is On: Internet Research Made Simple," about an Internet searching tool called the Internet Library Information Assembly Database (ILIAD); and (10) "A Competitive Marketplace," which profiles some leading telecommunications firms. (BEW)

ED 401 870 IR 018 120

Evans-Andris, Melissa
An Apple for the Teacher: Computers and Work in Elementary Schools.
PUB DATE- 96
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; *Educational Change; Educational Environment; Elementary Education; *Staff Development; Teacher Effectiveness; Teacher Motivation; Teaching Methods; Teaching Styles; Use Studies
IDENTIFIERS- Kentucky; Technological Change; Technology Integration

This book offers a systematic examination of how teachers react--and how teaching and learning change--when computers come into the classroom. It describes a longitudinal study which took place in 13 elementary schools (8 public, 3 parochial, and 2 private) in Kentucky. Through a variety of data collection methods, the study explored and documented questions, issues, and experiences surrounding the dynamics of technical change involving computers in elementary schools. The best and worst ways to use computers in the classroom are explored and strategies are provided for using computers effectively to enhance teaching abilities. The chapters are: (1) Computing and Teaching in Elementary Schools; (2) Introducing Computers in Schools; (3) Motivating Teachers To Change; (4) Computing Styles Among Teachers; (5) Considering the Effects of Computing on Teaching; (6) Shifting Responsibilities: Computer Coordinators in Schools; (7) Computing and Occupational Rewards for Educators; and (8) Guiding Schools through Computer Integration. The research methodology is described in an appendix. (Contains 96 references.) (AEF)

ED 401 871 IR 018 121

McCain, Charles H.
Plugged In and Turned On: Planning, Coordinating, and Managing Computer-Supported Instruction.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

NOTE- 55p.; For occasional paper number 19, see ED 395 561.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Libraries; *Distance Education; Foreign Countries; Futures (of Society); Higher Education; *Information Needs; Information Utilization; Interlibrary Loans; Library Research; Library Role; Library Services; Literature Reviews; Open Education; *Search Strategies; *Student Attitudes; *Teacher Attitudes; Teacher Role; Teaching Methods; User Needs (Information); Use Studies
IDENTIFIERS- *Charles Sturt University (Australia); *Resource Based Learning

Five papers examine the adoption of resource based learning at Charles Sturt University (Australia). "Literature Searches and Distance Education: Whose Problem?" (Stephen Parnell) discusses the question of who should accept responsibility for the intellectual content of literature searches; the library is at the center of a resource based learning environment, and a fundamental role with implications for teaching staff, librarians, and students, is how the acquisition of literature searching skills is best promoted. "The Information Needs of Australian Postgraduate Distance Learners: A Review of the Literature" (Peter Macauley) analyzes how growing numbers of postgraduate distance students at Australian universities meet their information needs, including their awareness of university library services, usage patterns, interlibrary loans, and their use of other local and university libraries. "The Attitudes of Lecturers and Students To Prerequisite Subjects" (Hailu Kidane, Douglas McMillan, Pamela Mathews, and Janet Smith) details a survey conducted by Charles Sturt University (CSU) staff which investigates the attitudes of lecturers and students to prerequisite subjects, concluding with recommendations of interest to those reviewing current policy and practices, especially in relation to the development of generic and analytical skills. The final two papers focus directly on resource based learning. "Anticipating Shifts in Teaching Practice" (Bruce Pennay) identifies trends in teaching and learning at CSU and suggests that academic staff should engage in the debate. "Resource Based Learning at CSU: Changing Roles in Learning and Teaching" (Stephen Relf) surveys past and contemporary understandings of resource based learning and concludes that while CSU's experience in distance education can contribute to future directions, its central issues are the decentering of the teacher, and student learning. (Author/SWC)

ED 401 888   IR 056 130

Carper, Leona Jayne
Effectively Using Technology To Develop Independent Research Topics by Middle School Language Arts Students.
PUB DATE- 96
NOTE- 68p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Grade 7; Internet; Junior High Schools; *Language Arts; Library Instruction; *Middle Schools; Online Catalogs; *Online Searching; *Research Design; Research Papers (Students); Research Tools; School Libraries; Search Strategies; *Student Research; Student Role; Time Management; User Needs (Information)
IDENTIFIERS- Boolean Search Strategy; *Computer Searches

Education; Library Administration; Mission Statements; *Public Libraries; *School Libraries
IDENTIFIERS- *Alaska
This directory of Alaska's Libraries lists: members of the Alaska Library Association (AkLA) Executive Council and Committee Chairs; State Board of Education members; members of the Governor's Advisory Council on Libraries; school, academic and public libraries and their addresses, phone and fax numbers, and contact persons; personal, institutional, and commercial AkLA members--home addresses, phone and fax numbers are given for personal members, addresses are given for institutional members, and addresses and phone and fax numbers are given for commercial members; AkLA honorary members. (Also includes the AkLA mission statement; AkLA scholarship guidelines; a Directory change form; personal, commercial and institutional membership forms; and NUC (National Union Catalog) codes for Alaska Libraries. (AEF)

ED 401 906 IR 056 181

Strategic Plan: 1995-2000.
PUB DATE- Apr 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Futures (of Society); Information Sources; *Library Development; *Library Planning; Library Services; Mission Statements; Preservation; Program Implementation; *Public Libraries; *State Libraries; *Strategic Planning
IDENTIFIERS- *California State Library
This strategic plan details the commitment of the California State Library to the future and the recognition of its record of achievement of the past. The document is divided into four sections. The first section discusses the Library's mission and philosophy and describes various programs (State Library Service Bureau, Braille and Talking Books Library, Automation Services, California Research Bureau, and Library Development Services) In addition, the State Librarian's comments are included. The second section describes the background, impact, opportunities and challenges, and key issues for five focus areas: (1) providing quality information services; (2) collecting, preserving, and promoting the State's resources; (3) providing counsel, support, and leadership for public libraries; (4) ensuring a productive work force; and (5) serving as a useful and respected cultural institution. The third section details the strategic plan (1995-2000) for each of the five focus areas. The final section defines strategic planning, including why it is valuable; outlines steps in the process; and discusses implementation and maintenance of the plan. In addition, the core planning group members are listed. (AEF)

ED 401 907 IR 056 182

Entering the 21st Century: California's Public Libraries Face the Future.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 96
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

NOTE- 50p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Access to Information; *Dance; Higher Education; *Information Needs; *Information Seeking; Information Sources; Interdisciplinary Approach; Library Collections; *Professional Personnel; Public Libraries; Reference Materials; Research Needs; Surveys; *User Needs (Information); Use Studies
IDENTIFIERS- Information Strategies; *Ohio

Little is known about the information needs and information-seeking strategies of dance professionals. Dance, an interdisciplinary subject that draws from music, theater, and anatomy and physiology, among other disciplines, has only recently begun to be taken seriously as an academic discipline. This preliminary study explores the extent to which dance professionals use libraries in their professional life: it examines what information resources are used by dance professionals, including human, material, and technological; where the information resources are found; the types of materials used, and the frequency of use of these materials; and the subject matter most frequently utilized by dance professionals in their daily work. Questionnaires were sent to 217 dance professionals residing in Ohio, with a return rate of 32% (n=70). Most respondents have access to a dance collection, ranging from private collections to the Internet, and libraries meet their needs at least some of the time. Dance professionals surveyed use a great deal of material not directly related to the movement arts. Level of library use ranged from never to weekly, with academic and public libraries used equally, and use of professional collections slightly less. Colleagues are the most important source of technical information, and the source dance professionals consult most often. Books, videos, professional journals, and recorded music are the most frequently used types of materials. Dance technique, choreography, creative process, and aesthetics/criticism are the most frequently researched topics. Appendices include the study cover letter and questionnaire. (Contains 24 references.) (SWC)

ED 401 926 IR 056 201

Plummer, Elizabeth L.
Customer Service Training in Academic Libraries.
PUB DATE- Jul 96
NOTE- 75p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Improvement Programs; Inservice Education; Library Circulation; *Library Education; *Library Personnel; Library Policy; Library Science; *Library Services; *Library Surveys; *Professional Training; Reference Services; Training Methods
IDENTIFIERS- Customer Relations; *Customer Services; Ohio

Academic libraries in Ohio were surveyed to determine the existence and content of training in customer service offered to library employees in the circulation and reference departments. Surveys were mailed to 127 libraries, and achieved a return rate of 68% (n=87). The survey contained questions about customer service training for both new and continuing

Research was conducted through a survey mailed to a population of Ohio law librarians. The literature review discusses the general characteristics of CD-ROM databases, the growth in the number of legal titles in CD-ROM format offered annually, and the results of a 1994 survey of CD-ROM usage in New York law libraries. Analysis of the data collected indicates that: CD-ROM is widely and frequently used in Ohio law libraries; it is not used as frequently as print or online resources; there is an increasing trend to offer CD-ROM titles through computer networks to multiple users; librarians endorse retention of print holdings duplicated by CD-ROM; and librarians recognize that CD-ROM is steadily duplicating at least a portion of the print materials in their collections. An appendix contains the survey questionnaire and cover letter, works cited and bibliography. (Contains 14 references.) (Author)

ED 401 944 IR 056 219

Harbison, Philip W.
A History of the Hiram College Library from 1850 to 1995.
PUB DATE- 96
NOTE- 91p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- *Academic Libraries; Buildings; Decision Making; *Educational History; Higher Education; *Library Development; Library Facilities; Library Planning; Problems; Small Colleges
IDENTIFIERS- *Hiram College OH; *Library History

This paper presents a history of the Hiram College (Hiram, Ohio) library from 1950 to 1995. It highlights important events and decisions made in the construction and opening of the new library building on September 7, 1995 and shows how this achievement has revitalized the spirit and optimism of everyone involved. The paper also presents the successes and failures experienced by Hiram College as an example to other small, private, liberal arts colleges, showing what can be accomplished and achieved with limited funds and with the help of loyal supporters and friends. Also included is a review of the literature on issues dealing with small, liberal arts colleges, as well as information on library building planning. Background historical information is provided for Ohio's Western Reserve, the village of Hiram, Hiram College, and its library. Appendices include: the Hiram College Mission Statement; chronological listing of principals of the Western Reserve Eclectic Institute and presidents of Hiram College; chronological listing of library directors; artist drawings of the new Hiram College library; and floor plans for the new Hiram College library. (Contains 61 references.) (Author/AEF)

ED 401 945 IR 056 220

Sliman, Paula
A Survey of Navigational Computer Program in the Museum Setting.
PUB DATE- 95
NOTE- 31p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software; *Directories; *Information Sources; Librarians; Library Services; *Museums; *Online Systems; Questionnaires; *Reference Services; Use Studies

Students for Volunteer Services was a demonstration project implemented by Michigan's Lansing Community College to facilitate student understanding of and participation in community service. Project activities focused on increasing the percentages of students who volunteer (with an emphasis on minority students), improving the abilities of volunteers, improving the ability of non-profit organizations to identify opportunities for students, and determining project effectiveness. Recruitment activities for volunteers included two receptions and a Volunteer Opportunities Fair, recruiting stations on campus, and marketing through the campus newspaper and radio and television stations. As a result of the project, volunteerism among the college's students increased by 760% between fall 1994 and fall 1995, while minority volunteers increased by 216%. In addition, service components were added to 12 courses and expanded in 1 course during the project. During the final year of the project over 144 faculty were involved with the service program, while training to faculty included technical assistance and formal training sessions. Similarly, a leadership training workshop was offered to students in fall 1994, providing training in team building, conflict management, and working with difficult people. Finally, funds have been budgeted in the college's Student Life Department to continue the efforts of the Students for Volunteer Services project. An evaluation report of project methods is appended. (AJL)

ED 401 963 JC 960 701

Stoering, Juliette M.
Student Otcomes at Mt. Hood Community College: Assessment Efforts, 1994-1996.
PUB DATE- Oct 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Graduates; *College Outcomes Assessment; Community Colleges; Educational Benefits; Education Work Relationship; *Employer Attitudes; Employment Statistics; *Participant Satisfaction; Self Evaluation (Groups); Two Year Colleges; Vocational Followup; *Wages

A study was conducted at Oregon's Mount Hood Community College (MHCC) to determine student outcomes for 1994-1996. Data were collected from state employment records for graduates from 1994-95, follow-up surveys of 1993-94 graduates and completers, surveys of former MHCC students who transferred to state system of higher education institutions, and a survey of 192 graduating students in June 1994. Key findings included the following: (1) 76% of the 1994-95 graduates were employed in Oregon during the fourth quarter of 1995; (2) overall, graduates wages increased from the time before they enrolled to the time that they left MHCC, with Allied Health graduates showing an average increase of $202 per week and Engineering and Industrial graduates an average increase of $236 per week; (3) 42% of the former students were attending school full- or part-time; (4) among students who transferred to the Oregon State System of Higher Education in fall 1994, 90% had a grade point average of 2.0 or higher, compared to 94% of those who transferred prior to fall 1994; (5) on evaluations, former students indicated high satisfaction with most aspects of MHCC, especially with the quality of instruction; and (6) employers of graduates rated their performance and quality of work as

*Writing Tests
IDENTIFIERS- College of the Canyons CA; *Disproportionate Impact

A study was conducted at California's College of the Canyons to determine whether evidence existed of disproportionate impact by age, gender, ethnicity, or disability in placement recommendations made based on the college's writing sample assessment test. The sample consisted of 617 students who took the writing test and writing sample test for the fall 1995 and spring 1996, while the standard for disproportionate impact was taken from Equal Employment Opportunity Commission guidelines that the selection rate of any given subgroup should not be less than 80% of that of the majority group. Study findings included the following: (1) no significant disproportionate placement was found for gender; (2) due to the small size of the disabled population, no determination could be made; (3) there was a significant disproportionate placement found for students age 25 or older in the English preparatory course preceding the college level course; and (4) there was a significant disproportionate placement found for Hispanic students for the college level English course. Since placement is advisory rather than mandatory, the college advocates the use of other measures to determine students' placement. Future research is recommended to determine why differences exist for older and Hispanic students. Includes the essay evaluation guide and data tables of placement results. (TGI)

ED 401 983 JC 970 019

Cityworks: A Strategic Planning Model for Workforce Education and Training.
PUB DATE- Dec 95
NOTE- 101p.; For a progress report on the Model, see JC 970 020.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; College Planning; Community Colleges; *Educational Needs; *Education Work Relationship; *Labor Force Development; Learning Activities; Models; *Organizational Objectives; Program Development; Program Implementation; Student Needs; Student Personnel Services; Two Year Colleges
IDENTIFIERS- City College of San Francisco CA

In an effort to become more responsive to students' needs regarding the current and future labor market, California's City College of San Francisco (CCSF) developed "CityWorks," a strategic plan for workforce education and training. This report provides background to the development of CityWorks and describes key goals and strategies. Following a preface reviewing the college's Workforce Education Task Force responsible for the plan, part 1 discusses changes in the nature of work and related training needs that informed the plan's development. Part 2 profiles the San Francisco Bay area economy and workforce, while part 3 describes community colleges' experimentation with innovative learning methods, including active learning, learning with others, learning in context, learning how to learn, and learning with technology. Part 4 reviews CCSF's strengths and weaknesses related to workforce education, while part 5 describes the CityWorks model, focusing on the following four elements: consideration of special student populations and their needs; the implementation of career clusters at CCSF; the inclusion of school- and work-based learning activities, career decision-making and educational planning activities, and connecting requirements, and performance standards for children with disabilities. Part three addresses Head Start policies concerning administration, education, health, nutrition, social services, and parent involvement. Part four contains the instructions for completing a Head Start grant application. Part five contains an appendix of various administrative requirements which are incorporated in the Head Start regulations, as well as other requirements which have been recently updated or otherwise do not appear in other manuals. (SD)

ED 402 002 PS 024 349

Amar Amar, Jose Juan
Calidad de vida y desarrollo infantil (Quality of Life and Children's Development). Working Papers in Early Childhood Development No. 17.
PUB DATE- Mar 96
NOTE- 35p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Cognitive Development; Community Role; Disadvantaged Environment; Economically Disadvantaged; Family Environment; Family Life; Foreign Countries; Latin Americans; Parent Child Relationship; *Poverty; Prosocial Behavior; *Quality of Life; Social Cognition; Social Development; *Young Children
IDENTIFIERS- Central America; South America

In Latin America and the Caribbean, 240 million people, or 50 percent of the population, live in poverty. This report, written in Spanish, summarizes research by the Proyecto Costa Atlantica into the effects of such widespread poverty on the cognitive and social development of children. After an introduction on the general responses of the population and various governments to the oppressive economic conditions in these regions, the report discusses its approach to the two main themes underlying the research: quality of life and child development. Emphasis is placed on understanding how the individual constructs reality within his or her immediate, concrete environment, rather than on universal, biologically-dictated developmental trajectories. The report then describes various studies in areas such as: (1) the conceptions children from disadvantaged environments have about their world and life; (2) comprehension of emotions, leading to development of prosocial behaviors; (3) self-concept; and (4) the role of family and community in mitigating the effects of poverty. The report concludes with a discussion of issues left unresolved by the research. Includes a list summarizing the eight studies used in the report. Contains 36 references. (EV)

ED 402 003 PS 024 427

Harsman, Ingrid
Dagliga Separationer och Tidig Daghemsstart (Daily Separations and Early Entry into Day Care).
PUB DATE- 94
NOTE- 418p.
LANGUAGE- Swedish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Caregiver Child Relationship;

workshop's program, which included study of prolonged deprivation and its consequences on development, growing up under difficult circumstances, reaching out to children in poverty, and exemplars of intervention programs. The report next summarizes the background of South Asia, before moving into a detailed discussion of the workshop's presentations, which included: (1) problems of female children in poverty; (2) reaching out to street children and working children; (3) community-based initiatives to reach out to the poor; (4) interventions for children with special needs; (5) early childhood stimulation; and (6) basic education for all children. Group recommendations on these various areas are also listed. The report also presents more general workshop recommendations in the areas of advocacy, policy, research, communication, dissemination of information, and intervention. These include: (1) establishment at the national level of a Commission for Children; (2) advocacy on the rights of the child; (3) international dissemination of knowledge at the policy, research, and grassroots levels; and (4) participatory intervention strategies focused on decentralization and flexibility at all levels of planning and implementation. The report concludes with descriptions of posters presented at the workshop. Contains the workshop schedule and a list of participants. (SD)

ED 402 021 PS 024 732

Greenman, Jim
Best for My Baby: Low-Income Parents and the Struggle To Do the Right Thing. Facilitator's Guide.
PUB DATE- 90
NOTE- 26p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; Child Development; Childhood Needs; *Child Rearing; Discipline; Family Financial Resources; Infants; Learning Processes; *Low Income; Parent Attitudes; Parent Child Relationship; *Parent Education; Parent Materials; Social Support Groups; Toddlers; Videotape Recordings
IDENTIFIERS- Family Support

Noting that like all parents, low-income parents need support more than unsolicited "how-to" advice, this guide explores issues of being a good parent under less than ideal circumstances. The guide provides a framework for parenting discussion group leaders to use the "Best for My Baby" video. The guide provides a synopsis of the video, considerations for introducing the showing of the video, questions to facilitate discussion, and notes on potential problems that may arise in discussion groups. Among the issues explored are: (1) realistic expectations for children and family life; (2) guidance that teaches (developmentally appropriate discipline); (3) respect for the child as a full human being; (4) respect for what the child can do what the parents can do; and (5) available help and support. (HTH)

ED 402 022 PS 024 737

Wardle, Francis
Of Labels, Skills and Concepts.
PUB DATE- 96

PUB DATE- 95
NOTE- 29p.; For the workbook, see ED 390 006. For Facilitator's Guides, parts 1-4, see ED 390 007 and for parts 6 and 7, see PS 024 805-806. Videos which accompany guides are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Adolescents; Audiovisual Aids; Child Rearing; Children; Elementary Secondary Education; *Homework; *Parent Education; Parent Materials; Parent Role; *Parent Student Relationship; Parent Teacher Cooperation; *Parent Workshops; *Study Habits

Intended for parent educators, this facilitator's guide outlines a parent workshop on helping children with homework. The guide first presents a framework for both a 1-hour and 2-hour workshop, based on a companion video. The remainder of the guide corresponds to the video, presenting suggestions for discussion prior to and after viewing the video, and questions geared to specific sections of the video. The 19-minute video presents suggestions for parents, divided by grade level (K-1, 2-5, middle school, and high school), on helping their children complete homework assignments and major projects. Areas covered include the study environment, reading and math, communicating with a child's teachers, and adolescent development. (HTH)

ED 402 040 PS 024 805

Taylor, Barbara Lynn
The Single Parent Family: A Challenge for Children. Successful Parenting. Facilitator's Guide. Part Six.
PUB DATE- Jul 96
NOTE- 65p.; For the workbook, see ED 390 006. For Facilitator's Guides, parts 1-4, see ED 390 007 and for parts 5 and 7, see PS 024 804 and PS 024 806. Videos which accompany guides are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Child Custody; *Childhood Attitudes; Childhood Needs; Children; Death; Divorce; Emotional Adjustment; *Family Environment; *One Parent Family; Parent Attitudes; *Parent Child Relationship; Workshops
IDENTIFIERS- Parent Needs

Intended for counselors working in schools or residential child care settings, in child welfare and family preservation services, or in juvenile justice, this facilitator's guide outlines a workshop for children and adolescents growing up in single-parent families. The guide first presents a framework for a one-class or five-class workshop centered around a companion video. The bulk of the guide corresponds to the video, presenting suggestions for discussion prior to and after viewing the video, and discussion points geared toward specific parts of the video. The guide's appendix includes a sample invitation letter and permission form for the workshop, and handouts and worksheets for the workshop. The 18-minute video accompanying the guide is directed to children, and discusses definitions, and circumstances of single-parent families, such

The Impact of Significant Life Events on Children during their First Three Years of School.
PUB DATE- Jun 96
NOTE- 10p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Behavior Development; Behavior Problems; Child Behavior; Child Psychology; Early Childhood Education; Emotional Adjustment; Family (Sociological Unit); Family Environment; *Family Life; *Life Events; Performance Factors; *Stress Variables; Well Being; Young Children
IDENTIFIERS- *Life Events Scale; Project Head Start; Stability (Social Relationships)

The impact of significant family life events on child educational outcomes was examined for a sample of 204 families in Chapel Hill, North Carolina, whose children began kindergarten in 1992, 1993, or 1994. These children and families were part of the Head Start Transition Demonstration Project, a longitudinal study to assess benefits of services like those provided by Head Start to families and children during the first few years of public school. Families were interviewed, during which parent questionnaires--styled similarly to Sarason et al (1978) Life Event Scale--were completed. The most frequently occurring events were change in employment, death in the close family, gaining a new family member, and separation of the responding parent and her/his partner. Preliminary results included a significant negative relationship between the total number of life events a child experiences and his or her achievement scores. Children who experience more major life events achieve less in school. (Contains 10 references.) (BGC)

ED 402 058   PS 024 828

Marx, Amy, Comp.
Annotated Bibliography: Research from the Center on Families, Communities, Schools and Children's Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Children; Community; Community Resources; *Community Role; Community Services; Cultural Pluralism; Early Childhood Education; Elementary Secondary Education; *Family (Sociological Unit); Family Life; *Family Needs; *Family School Relationship; Hispanic Americans; Motivation; Multicultural Education; Parent Participation; Parent School Relationship; Policy; Puerto Ricans; Research; *School Community Relationship; Young Children; Youth
IDENTIFIERS- Coaching; Family Literacy; Parent Child Centers

The mission of the Center on Families, Communities, Schools and Children s Learning at Johns Hopkins University is to conduct research evaluations and policy analyses, and to produce and disseminate new knowledge about how families, schools, and communities influence students' motivation, learning, and development. This annotated bibliography compiles and annotates research from the Center. Entries are arranged in two major sections: "Family, School, and Community Connections in the of Ego Functions of Sexually Abused Children," examines latency developmental problems in sexually abused children, including problems in organizing defenses, sublimating drives, identifying with the aggressor, inhibiting self-caring functions, and cognitive dysfunctions. Chapter 4, "Aberrations in the Superego of Sexually Molested Youngsters," discusses problems in superego development, especially the absence of anticipatory guilt, identification with delinquent values, guilt displacement, and the rigid superego. Chapter 5, "The Incestuous Family's Influence on the Development of Object Relations During Latency," examines characteristics of the incestuous family and problems in object relation development. Chapter 6, "Adult Survivors: The Long-Term Effects of Childhood Sexual Abuse," discusses ego dysfunctions, superego aberrations, and object relations disturbances in adult survivors. The book includes case study analyses of over 150 pieces of art. (Contains approximately 170 references.) (KDFB)

ED 402 075   PS 024 851

Gross, Judith Schefkind
Reducing Stereotyping among 4th through 6th Grade Students by Strengthening Self-Esteem, Interpersonal Relationships, and Multicultural Appreciation.
PUB DATE- 96
NOTE- 117p.; Doctor of Education Practicum Report, Nova Southeastern University. Paper to be presented at the Annual International Conference and Exhibition of the Association for Childhood Education (Portland, OR, April 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attitude Change; Change Strategies; Classroom Environment; Classroom Techniques; Discipline; Intermediate Grades; Interpersonal Relationship; *Multicultural Education; Observation; Peer Groups; Peer Relationship; *Program Evaluation; Racial Segregation; Self Esteem; Social Bias; Sociometric Techniques; *Stereotypes; Student Leadership; Student School Relationship
IDENTIFIERS- Cultural Sensitivity; Peer Mediation; Student Community Relationship

This practicum study devised and evaluated a program designed to reduce overt incidents of stereotyping among diverse fourth through sixth graders in a large urban K-8 school. The 8-month intervention was comprised of six elements: (1) establishing a safe secure classroom atmosphere governed by consistent authoritative discipline; (2) building realistic self esteem; (3) increasing cultural, ethnic, and racial awareness and appreciation; (4) providing opportunities for students to have a positive impact on the home, school, or community environment; (5) introducing and using peer mediation; and (6) forming a student group to combat stereotyping and prejudice. Observation of students in class, on playgrounds, and at recess; sociometric techniques; and investigation of administrative records were used to examine social interaction patterns and the incidence of serious behavioral infractions involving race or ethnicity. Results indicated that, as a result of the intervention, the use of ethnic or racial slurs in the classroom decreased below the expected number of incidents. Voluntary segregation dropped below the anticipated number of shared race or ethnicity groups in the cafeteria setting but not on the playground. The number of students choosing best classroom friends in sociograms with shared race

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Birth Weight; Child Abuse; Child Neglect; *Children; Crime; Demography; Dropout Rate; Early Parenthood; Economically Disadvantaged; Employed Parents; Family Income; Grade Repetition; Infant Mortality; Infants; Kindergarten; Mortality Rate; Mothers; One Parent Family; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); Violence; *Well Being
IDENTIFIERS- Arrests; *Georgia

This statistical supplement provides state-level trend data for 10 indicators of children's well-being: (1) low birthweight infants; (2) infant mortality; (3) death rate of children ages 1 to 14 years; (4) kindergarten retention; (5) violent death rate of teenagers aged 15 to 19 years; (6) juvenile arrests; (7) youth completing high school; (8) birthrates to teenagers aged 15 to 19 years; (9) family at risk index, defined as the percent of first births to mothers who are less than 20 years old, unmarried, or have not completed high school; and (10) rate of child abuse and neglect. Section 1, "Introduction and Overview," gives an overall portrait of the well-being of Georgia's children and families within the context of national and international trends. Section 2, "Kids Count Indicators," presents trend data for each of the 10 indicators. Section 3, "Data Sources and Notes," contains bibliographic and methodological information. The major result of the report is that there have been improvements between 1980 and 1994 on infant, child, and teen mortality, and in high school graduation rates; setbacks on children receiving free/reduced price school lunches, and families at risk; and no significant change on low birthweight births, child abuse and neglect, births to teenagers, and children retained in kindergarten. (KDFB)

ED 402 095 PS 024 875

Georgia Kids Count Factbook, 1996-97.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Birth Weight; Blacks; Child Abuse; Child Neglect; *Children; Crime; Dropout Rate; Early Parenthood; Economically Disadvantaged; Employed Parents; Family Income; Grade Repetition; Infant Mortality; Infants; Kindergarten; Mothers; One Parent Family; Racial Differences; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); *Well Being; Whites
IDENTIFIERS- Arrests; *Georgia

This factbook presents statistical data and examines trends for 10 indicators of children's well-being in Georgia. The indicators are: (1) low birthweight infants; (2) infant mortality; (3) death rate of children ages 1 to 14 years; (4) kindergarten retention; (5) violent death rate of teenagers aged 15 to 19 years; (6) juvenile arrests; (7) youth completing high school; (8) birthrates to teenagers aged 15 to 19 years; (9) family at risk index, defined as the percent of first births to mothers who are less than 20 years old, unmarried, or have not completed high school; and (10) rate of child abuse and neglect. Section 1 of the report, "The Challenge:

becoming a YES site; implementation issues; technical assistance resources from OJJDP and DOI, including required information sharing; federal contacts for the program; and resources for further assistance. Appendices include the memorandum of understanding between the U.S. Department of Justice and DOI, profiles of YES programs in action, definitions, sample memorandums of understanding and agreement, information on state resources, a list of contacts at current YES sites, and a technical assistance request form. (TD)

ED 402 113 RC 020 768

Din, Feng S.
The Inclusion Practice in Kentucky Rural Regular Schools.
PUB DATE- Oct 96
NOTE- 24p.; Paper presented at the Annual Convention of the National Rural Education Association (San Antonio, Texas, October 11-15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Professional Development; Program Evaluation; *Regular and Special Education Relationship; *Rural Education; Rural Schools; School Surveys; *Special Education; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Kentucky

This paper examines how inclusion services are delivered in Kentucky rural regular schools. Survey responses were received from special educators in 261 rural regular schools throughout Kentucky. Vocational schools, treatment centers, alternative schools, and other special schools were not included in the survey. Results indicate that approximately 80 percent of responding schools practiced some form of inclusion, with variations in program implementation in terms of severity of disability or time spent in the regular classroom. It was also found that inclusion practice has increased in Kentucky in recent years, although only seven schools practiced full inclusion and two were planning to adopt it. Findings indicate lack of: teacher preparation, supplementary support, collaboration, and special instructional materials for exceptional students in many regular classrooms. In many schools, the roles of school staff with regard to inclusion practice were not well defined. The majority of regular teachers and many special educators lacked training in providing inclusive services. Contains 34 references and the survey questionnaire. (Author/TD)

ED 402 114 RC 020 769

Gotvaslee, Laura
Adapting Packaged Parent Education Programs To Meet the Needs of Families in Rural Areas.
PUB DATE- 96
NOTE- 78p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Family Programs; Parent Child Relationship; *Parent Education; *Parenting Skills; Practicums; *Rural Areas; Rural Family; Social Services

computers, life skills, group counseling, and communication. In addition, the program offers employment referrals, job-seeking support, career counseling, higher education counseling, and information and referrals to other services for Indians in the Bay area. The report also describes the program's educational philosophy, courses, and funding problems. Includes photographs. (LP)

ED 402 131 RC 020 814

Campbell, Mel; Burton, VirLynn
Orienteering Map and Compass: A Guide and Outline to Its Science and Practice.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Students; *Field Instruction; *Map Skills; *Orienteering; Outdoor Education
IDENTIFIERS- *Compass Reading

This orienteering manual is used to teach map and compass skills to elementary school students on an overnight outdoor experience administered by volunteers. Although the experience is aimed at elementary students, student teachers have the opportunity to participate as instructors. After a few words to the volunteers on maximizing learning among the students and a brief history of the Barton Flats School of Orienteering, the guide presents a daily schedule for the overnight event, followed by a few basic definitions concerning orienteering and parts of a compass. Instructions on using a compass and measuring distance by steps are accompanied by group activities and practice exercises. Then participants negotiate a short orienteering course. Worksheets and exercises teach how to read topographic maps, how to determine declination, the difference between map north and compass north, and how to find directions with map and compass. The event culminates in the running of three orienteering races. Includes worksheets and six resources for orienteering. (TD)

ED 402 132 RC 020 815

YES in Action: Youth Environmental Service Program Summary.
PUB DATE- Jun 96
NOTE- 48p.; For technical assistance package, see RC 020 765.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *At Risk Persons; *Cooperative Programs; *Delinquency Prevention; *Delinquent Rehabilitation; Environmental Education; Job Skills; Juvenile Justice; Outdoor Education; *Pilot Projects; Program Descriptions; Program Design; Service Learning; *Youth Programs
IDENTIFIERS- Adjudicated Youth; Department of the Interior

The Youth Environmental Service (YES) aims to rehabilitate adjudicated delinquents and to prevent at-risk youth from entering the juvenile justice system by engaging them in environmental work and education programs on federally owned land. YES is a joint program of the U.S. Department of the them with ideas on how to address these issues in their own classrooms. Topics discussed include observing classroom dynamics, personalizing large classes, shifting from a competitive to a cooperative model, considering a variety of examination options, encouraging active participation in labs, fighting narrow stereotypes of science and scientists, providing diverse role models, making oneself available, and fostering self-confidence. Contains 40 references. (JRH)

ED 402 151 SE 058 781

Braus, Judy, Ed.; And Others
WOW! Windows on the Wild: A Biodiversity Primer.
SPONS. AGENCY- Eastman Kodak Co., Rochester, N.Y.
PUB DATE- 94
NOTE- 69p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Animals; *Conservation (Environment); Elementary Secondary Education; Endangered Species; *Environmental Education; Habitats; Interviews; Natural Disasters; Plants (Botany); Population Growth; Wildlife
IDENTIFIERS- *Biological Diversity; Environmental Action; *Environmental Awareness

Windows on the Wild is an environmental education program of the World Wildlife Fund. This issue of WOW! focuses on biodiversity. Topics include: an interview with one of the world's leading experts on biodiversity; the lighter side of biodiversity through comics and cartoons; a species-scape that compares the number of species on the planet; natural disasters; a tabloid look at the wild world of nature; habitat loss, population growth, and the loss of diversity; bears; wildlife photography; facts and figures on biodiversity; pink potatoes and other wild plants; how spending habits affect the earth; the Maya civilization; and student action to slow the loss of biodiversity. (JRH)

ED 402 152 SE 058 897

Lee, Thomas
Biotechnology Education and the Internet. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Agriculture; Biochemistry; Bioethics; *Biotechnology; Educational Resources; Genetic Engineering; Higher Education; *Internet; Molecular Biology; Secondary Education
IDENTIFIERS- *Alternative Assessment; ERIC Digests

The world of modern biotechnology is based on recent developments in molecular biology, especially those in genetic engineering. Since this is a relatively new and rapidly advancing field of study, there are few traditional sources of information and activities. This digest highlights biotechnology resources including those that can be found on the Internet, World Wide Web, and other sources. The resources presented here relate to

National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 96
NOTE- 680p.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Climate Change; *Decision Making Skills; Ecology; *Environmental Education; *Global Warming; *Greenhouse Effect; *Science Curriculum; Secondary Education; Videotape Recordings

This guide is intended as an aid to educators who conduct programs and activities on climate and global change issues for a variety of audiences. The selected set of currently available materials are appropriate for both formal and informal programs in environmental education and can help frame and clarify some of the key issues associated with changes in the global environment. Sections in the guide are as follows: natural climate variability, greenhouse effect, sea-level rise, ozone depletion, ecosystem response, and decision-making under scientific uncertainty, and an extensive bibliography. Fact sheets, articles, learning activities, full-color overhead transparencies, and duplicate slides are included within each topic area. The fact sheets display short summaries of current information and data. Scripts for the overhead color transparencies, an edited videotaped version of the proceedings of a national video conference for educators about global change, and a collection of satellite photographs of the earth's changing surface are also provided. (DDR)

ED 402 176 SE 059 405

Harnadek, Anita
Math Mind Benders Warm Up: Deductive Reasoning Mathematics.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Mathematical Concepts; *Numbers; Problem Solving; *Puzzles

This book contains "math mind benders," puzzles that are worked like crossword puzzles except that each square is filled with a digit rather than a letter. Clues to the puzzles are interrelated with each other and a given story. Clear thinking and deductive reasoning must be used to find potential answers and eliminate those that fail to meet all conditions. The puzzles present opportunities for discovering interesting facts about numbers and their interrelationships and some basic principles of elementary number theory. Contains teacher suggestions, answers, and detailed solutions to the 27 puzzles. (JRH)

ED 402 177 SE 059 434

Willcutt, Bob
Cubes: Building Algebraic Thinking with Progressive Patterns.
PUB DATE- 95
NOTE- 88p.; For other books in this series, see SE 059 435-436.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Results indicate that although many of the factors tested contributed to math gains for the entire sample, there were many marked differences when analyzed by gender or ethnicity. Measures of commitment and enrollment in higher level mathematics courses was found to best explain gains in mathematics. An interesting link between gains with full-time enrollment and commitment to completing the degree was also found. Another finding was that an environment perceived to be free of racial and gender related prejudices had positive implications toward mathematical gains for most students. Contains 50 references. (JRH)

ED 402 198 SE 059 527

Kasparek, Rebecca Finley
Effects of Using Writing-To-Learn Mathematics.
PUB DATE- 8 Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Communication Skills; *Content Area Writing; Educational Strategies; Elementary Secondary Education; *Interdisciplinary Approach; *Mathematics Instruction; *Student Attitudes; *Teaching Methods

The use of writing-to-learn in mathematics classes is one way teachers can implement both communication and problem-solving goals. This study investigates the effects of implementing an integrated, experimenter-designed writing program within an existing basic text of Algebra II. The program consisted of specifically formulated lessons in writing designed to enhance the students' understanding of topics studied. The study used two sections of the class as an experimental group (N=34) and two as the control group (N=34) with sections randomly assigned to treatment groups. Writing activities, both transactional and expressive, were integrated within the experimental group's lessons. Data collection instruments included tests, writing attitude scales, mathematics attitude scales, and student writing. Results indicate that there were no significant differences between the experimental and control group in the tests or attitudes, neither were there any significant differences between the pre- and post-test attitudes of writing or mathematics for either group. Trends in the data suggest that a longer study might have resulted in the experimental group performing significantly higher than the control group on an achievement measure. Also included is a summary of personal research and personal reflections. Contains 22 references. (JRH)

ED 402 199 SE 059 531

Martin, Hope
Integrating Mathematics across the Curriculum. NCTM-Aligned Activities.
PUB DATE- 96
NOTE- 302p.; Foreword by Madeleine J. Long.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperation; Elementary Secondary Education; Integrated Curriculum; *Interdisciplinary Approach;

study recommends the following provisions: (1) additional materials and strategies relating to law-related education; (2) pre-service and in-service training for teachers; (3) meaningful research in law-related education; (4) educational guidelines emphasizing law-related education at the school district and state level; (5) an intellectual commitment to the subject matter and financial support by policymakers; and (6) creation of a central clearinghouse to act as a general facilitator of law-related materials in South Dakota. (TSV)

ED 402 219   SO 026 086

Aten, Jerry
Presidents: Understanding America's Presidents through Research-Related Activities. A Good Apple Activity Book for Grades 4-8. Revised Edition.
PUB DATE- 93
NOTE- 181p.; Published by Good Apple, an imprint of Modern Curriculum, Simon and Schuster Elementary, 299 Jefferson Road, Parsippany, NJ 07054.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Activity Units; *History Instruction; Intermediate Grades; Junior High Schools; *Presidents of the United States; Resource Units; Social Studies; *United States History; Units of Study

This activity book is designed for grades 4-8 but could be modified for other levels. Mini-units begin with a brief biographical sketch of a U.S. president, including highlights of his life and administration. Twelve trivia questions accompany each sketch and require additional reading from other sources. Thought questions are based on an analysis of all that has been read about the president's administration and can lead to discussion. Additional activities and a Presidential Trivia game culminates the study. Writing and creative thinking experiences in the section, "A Changing Chapter," involve students in speculation on how the course of history might have been altered had certain events turned out differently. A complete answer key is included. (EH)

ED 402 220   SO 026 092

Conflict! Battle of Gettysburg. Teacher's Guide.
PUB DATE- 93
NOTE- 45p.; Poster is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Conflict Resolution; Elementary Secondary Education; Learning Activities; Local History; Peace; *Presidents of the United States; Social Studies; State History; *United States History; *War
IDENTIFIERS- *Gettysburg Battle

This flexible resource teaching package describes the 1863 Battle of Gettysburg and explores how conflicts begin and how they can be ended. Lessons address visual, auditory, and kinesthetic learners while fostering critical thinking skills as students how people can use technology better in the future to augment and improve education. Many programs are reviewed, with an emphasis on two multimedia programs designed by Kathleen Wilson of the Bank Street College of Education in New York. The programs rely upon the innate curiosity and self-motivation of students to teach history, art history, archaeology, geology, ecology, art techniques and principles, and cultural history as it allows them to explore digitally an ancient Mayan temple and the studio and grounds of French Impressionist painter Claude Monet. Several programs written by students also are shown, demonstrating simple to very sophisticated techniques. The experts interviewed suggest people should use technology and exploit the following four inherent teaching advantages: (1) today's children are immersed in technology from earliest ages and do not have to be taught, per se, how to use those tools; (2) information can be broken into MTV-short-attention-span chunks for children; (3) multimedia exploration is a natural way to learn because it correlates to the way humans learn from life--through emotional response to new information and stimuli; and (4) computers are extensions of the human mind and, therefore, more easily help students visualize solutions to problems in any content area. Those interviewed also spoke about some of the problems that educators have to overcome in order to successfully implement CAI: (1) slow acceptance of technology by the community; (2) high dollar price of technology; (3) there are currently not enough talented teachers to teach with computers; and (4) teaching programs need a spine, or linear structure, rather like a story, in order to work well. In sum, it is the overall opinion of those interviewed that technology in art education allows individuals most easily to go beyond today's knowledge, create new visions, and incorporate that new knowledge in daily life. (DQE)

ED 402 244   SO 026 560

Butler, Judy D.
Applied Economics. Curriculum Review Project.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- programs written by students al ,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; *Content Analysis; Course Content; *Economics; High Schools; Instructional Materials; Program Content; Program Evaluation; Program Validation; Social Studies; *Student Participation; Textbook Content
IDENTIFIERS- *Applied Economics; Junior Achievement

This paper provides a review of "Applied Economics," a curriculum package developed by Junior Achievement, Inc. (Colorado Springs, Colorado). The materials are used in high schools across the nation and provide students an opportunity to study economics, learn about the U.S. free enterprise system, and explore their roles as citizens, producers, and consumers. The unit contains interviews of personnel at the Tennessee Junior Achievement Office, a national program advisor, a local teacher who used the materials, and an administrator of the school where the teacher worked. In addition, the material reports on training for consultants, observing classes using the program, and perusing the materials distributed to participants. The overall evaluation of the program was positive and provided practical application and experience in textbook economics. Contains 16 references. (EH)

ED 402 265 SO 027 455

Fehr, Dennis Earl
Dogs Playing Cards: Powerbrokers of Prejudice in Education, Art and Culture. Counterpoints. Studies in the Postmodern Theory of Education. Volume 5.
PUB DATE- 93
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Art Education; Capitalism; Censorship; Minority Groups; *Power Structure; Racial Bias; Religion; Sex Bias; Social Discrimination; *Social Influences; Social Systems; Violence; Western Civilization
IDENTIFIERS- Oppression

The brutality toward women, minority groups, underclasses, and the environment, that has haunted western civilization is linked to the three great western religions: Judaism, Christianity, and Islam. Further, it is suggested that capitalism is a primary mechanism by which this brutality is implemented. The book begins with a survey of western civilization that expands the traditional borders of the subject by including voices of women and other heretofore silenced groups. This survey uses the artistic record as its primary database. Following the survey, oppression in its contemporary forms is examined as it manifests itself in art, capitalism, censorship, education, race, sex, and violence. Eight chapters are organized in two sections. Section One: "A Revised Survey of Western Civilization" includes: (1) "The Birth of Oppression"; (2) "From the Ancient World to the 'New' World"; (3) "Modernism"; and (4) "Postmodernism". Section Two: "Education, Art, and Culture Today" contains: (5) "Racism, Violence and Sexism: Sambos, Rambos, and Bimbos"; (6) "Censorship, Patronage, and Education"; and (7) "Art Education: Virtue, Vice, and Vision." A Postscript concludes the volume. Contains references. (MM)

ED 402 266 SO 027 458

Hogarth, Burne
Dynamic Anatomy.
PUB DATE- 96
NOTE- 160p.; For related items, see SO 027 532-33.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Anatomy; Art; Art Activities; *Art Education; Artists; *Freehand Drawing; Instructional Materials; Realism; Visual Arts

This student artist's handbook uses drawings and diagrams to demonstrate the basic structure, proportions, and expressive nature of the human form from an artist's point of view. Emphasis is placed upon the relationship of mass to movement. Drawings of the figure in action reveal the rhythmic relationship of muscles and their effect upon surface form. Foreshortening is demonstrated. Exemplar drawings by Michaelangelo, Correggio, Rodin, Kandinsky, and Picasso are shown. Following an introduction, the guide is organized into chapters: (1) "Tools and Materials"; (2) "Skeleton"; (3) "Muscles"; and (4) "Female Figure." A list of suppliers and an index conclude the book. (MM)

Conditions; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Study Groups; *Teacher Researchers

The project described in this report used action research to study the involvement of teachers in the change process at a suburban elementary school. The project used study groups as a professional development strategy that fosters educational reform efforts. All 28 teachers on the school's staff signed up for a group. Teachers appreciated the opportunity to learn more about a topic of their own choosing, to work with colleagues with similar interests, and to have a framework for testing and implementing new ideas. Using data from interviews with teachers before and after the first year of implementation, three study group profiles--focused on special needs children, related arts, and incorporating multiple intelligence theory--were developed to describe the scope and type of professional development activities teachers chose as a result of their participation in study groups. Analysis of the data revealed that study group activities encouraged teachers to design lessons cooperatively and to develop resource materials for themselves and other teachers, and provided an atmosphere of collaboration and experimentation. Also, teachers felt that the study groups were a good strategy for bringing about school change. Project findings suggested that study groups as a professional development activity can foster the implementation of school improvement goals and provide a structure that supports teachers as they work toward meaningful change in teaching practice. (Contains 19 references.) (ND)

ED 402 287 SP 037 045

Oyler, Celia
Making Room for Students: Sharing Teacher Authority in Room 104.
PUB DATE- 96
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; *Classroom Techniques; Curriculum Development; Oral Reading; *Power Structure; Primary Education; Reading Aloud to Others; *Reading Instruction; *Teacher Student Relationship; *Teaching Methods; Theory Practice Relationship; Urban Education; *Whole Language Approach; Writing Instruction

This publication investigates what happened when a Chicago public school first-grade teacher radically changed her teaching practice and embraced a holistic literary approach. The practice of shifting patterns of control in the classroom and the construction of knowledge in a setting where most children are bilingual is explored. The nine chapters cover: (1) the context of the study; (2) power, knowledge, and shared authority; (3) sharing authority and classroom process; (4) children's initiations during teacher-led read-alouds; (5) sharing authority in student-led read-alouds; (6) negotiating knowledge and process in buddy reading; (7) authorship and authority in individual writing; (8) discourse and authority in teacher-led group writing; and (9) sharing authority in the classroom. Appendices include notes on method and methodology and transcription format. (Contains 137 references.) (ND)

ED 402 288 SP 037 046

Hery, Nancy Duffy
Drama That Delivers: Real-Life Problems, Students' Solutions.

Education; Elementary School Students; Elementary School Teachers; Food; *Foods Instruction; *Health Education; Learning Activities; *Nutrition; *Nutrition Instruction; Teaching Guides
IDENTIFIERS- *United States Dietary Guidelines; *Wheat

"Wheat for Kids" contains information at the elementary school level about: the structure of the wheat kernel; varieties of wheat and their uses; growing wheat; making wheat dough; the U.S. Department of Agriculture Food Guide Pyramid and nutrition; Idaho's part of the international wheat market; recipes; and word games based on the information contained in the pamphlet. The Teacher's Guide reemphasizes the student materials in "Wheat for Kids." It contains the master copy for classroom exercises and activities using math (word problems), art (drawing, making wheat sculpture), and critical thinking exercises (creating and interpreting graphs and charts) to help students learn about wheat. (MAH)

ED 402 308 SP 037 072

Eat Wheat!
PUB DATE- Jan 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Eating Habits; Educational Games; Elementary Education; Elementary School Students; Food; *Foods Instruction; *Health Education; *Nutrition; *Nutrition Instruction; Puzzles
IDENTIFIERS- Idaho; *United States Dietary Guidelines; *Wheat

This pamphlet contains puzzles, games, and a recipe designed to teach elementary school pupils about wheat. It includes word games based on the U.S. Department of Agriculture Food Guide Pyramid and on foods made from wheat. The Food Guide Pyramid can be cut out of the pamphlet and assembled as a three-dimensional information source and food guide. Cartoons throughout the pamphlet provide facts about wheat and about Idaho. (MAH)

ED 402 309 SP 037 075

Klein, Stephen P.; Bell, Robert M.
How Will the NCAA's New Standards Affect Minority Student-Athletes? RAND Reprint Series.
PUB DATE- 96
NOTE- 8p.; Journal article reprinted as a RAND document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Access to Education; *Admission Criteria; Black Students; *College Admission; *College Athletics; College Students; Educational Finance; Higher Education; *Scholarships
IDENTIFIERS- *National Collegiate Athletic Association Rule 48; *Student Athletes

This report examines what happened after the National Intercollegiate Athletic Association (NCAA) in 1986 raised its initial eligibility standards for freshmen (Proposition 48). Opponents believed that raising standards would unfairly restrict minority access to college, and consequently reduce the number of minority students who earn a bachelor's degree. In fact, application of Proposition 48's higher standards coincided with more rather than fewer minority students this paper because practically all academic institutions of higher learning today have divisions of natural sciences, social sciences, and humanities, and because these philosophers have greatly influenced interdisciplinary scholarship in the past few decades. The paper's premise is that a whole is greater than the sum of its parts, a notion that is the foundational principle for integrative knowledge. The examination of these three types of integrative knowledge leads to the conviction that what determines integrative studies is primarily the formation process for, not the content of, the structure of integrative knowledge. The act of integration is a dynamic process of achieving an ideal. Integrative studies are the future-oriented studies that examine primarily the dynamic aspects of the integrating process for achieving those ideals. (MAH)

ED 401 854   HE 029 707

Lindsey, Alvin K.
Service-Learning: "Brilliance Entertained."
PUB DATE- 10 Oct 96
NOTE- 33p.; Some photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Black Education; Faculty Development; Higher Education; Learning Experience; *School Community Programs; *Service Learning; Social Responsibility; Teacher Improvement; Teaching Methods
IDENTIFIERS- *Morris Brown College GA

In an effort to translate their students' inert, classroom learning into action aimed at generating a common good, a quest for citizenship, a paradigm of morality, Morris Brown College (Georgia) instituted a service learning program. One of the program's goals is to strengthen the connection between African-American institutions of higher learning and the communities in which they are located. Teachers are required to move from routine, simplistic teaching methods to that of mastery, illustrated in the application of theoretical concepts leading to the actualization of tangible results. This monograph describes the college's Reclaiming Our Community (ROC) program in photographs and text organized into sections on the planning stage, the implementation stage, the evaluation stage, and recognition. The project has included a Community Service Fair where students, faculty, and non-profit representatives discuss solving the nation's and their community's problems. The booklet includes the program's procedures for implementing volunteer student and community agency programs; Community Service-Learning Post-Assessment forms; the form for evaluating students; and the form for student use in evaluating the program. (MAH)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Educational Administration; Educational Equipment; Educational Planning; *Educational Technology; Guidelines; Program Implementation; Staff Development; Strategic Planning; Technological Advancement

IDENTIFIERS- Technology Plans

This practitioner-oriented guide provides nontechnnical, straightforward advice on how to stay on top of technological changes and innovation and how to design, implement, and run a computer lab and/or computer-assisted classroom. It addresses the fundamental overhead of the educational infrastructure that is necessary for classroom technology to function: management practices, buildings, classrooms and furniture, staffing, teacher support, and a wide range of policies. The book is structured to be read on three levels. The summary level consists of the introduction to the book and a synopsis preceding each chapter. The intermediate level, which is the main text, thoroughly addresses all the issues and a range of possible solutions. The third, the most technical level, is developed in extensive appendices that provide detailed, practical guidelines for those responsible for managing technical programs. Endnotes and a comprehensive reference section facilitate further research. (Author/AEF)

This practicum was designed to increase the effective use of technology by language arts students in middle schools involved in independent research activities. Technology was made available to students in the classroom and in the library to use as a resource to investigate and research topics. Seventh grade students (n=57) were given instruction in Boolean searching techniques to use the library's computerized card catalog system and the Internet located in the classroom, and in how to develop a research topic and why following a specific research sequence is desirable. Analysis of the data revealed that students involved in selecting their own research topics met with success. Students were enthusiastic and anxious to use technology to locate sources and material for their ideas. Students were more apt to spend time in the research process gathering information when they were involved in their own topics. Having a clear direction and understanding on how to access information enhanced students' assignments and projects. Recommendations for other educators for establishing systems for students to become managers of their time, independent researchers, and literate technology users are provided. Appendices include student questionnaires; technology usage sign-up sheets; rubric; parent letter; research pamphlet; Boolean handouts; and an online service conduct and ethics statement. (Contains 17 references.) (Author/SWC)

DESCRIPTORS- Access to Information; *Change Strategies; Computers; *Futures (of Society); Information Management; Information Needs; Library Cooperation; Library Development; *Library Funding; Library Planning; *Library Role; *Public Libraries; Social Change; State Libraries; *Strategic Planning; Technological Advancement; User Needs (Information)
IDENTIFIERS- *California

California's public libraries face a decade of challenges, a decade in which the majority of Californians will become regular and adept users of electronic information resources, the majority of Californians will have many and varied ethnic backgrounds, a growing proportion of young people will live in homes where English is not the primary language, and public libraries will be forced to compete for direct public funding with a myriad of other social claims. This report, the result of a year-long research project, is designed to help California's public librarians and other stakeholders think about the critical social and technological transformations affecting all Californians and to help them redefine the role of public libraries in light of these vast changes. The report has four main sections: (1) "Critical Issues for California's Public Libraries," a review of the most important issues that will affect California's public library services in the next decade; (2) "A Vision for California's Public Libraries," a vision of a public library in the year 2005; (3) "Strategic Choices for California's Public Libraries," a review of the major strategic choices for addressing the issues and realizing the vision, including partnering with community and other organizations, developing new information and technology resources, and reorganizing for the 21st Century; and (4) "Planning with a Local Library: Woodland Public Library," a case study of a prototypical detailed strategic planning process with one local public library based on all the information gathered in the study. Two appendices describe the scope and methodology of the study, and present a list of tables and figures. (Author/SWC) employees. Results include: (1) 51% of the surveyed libraries offer formal customer service training for new employees, 49% do not; (2) 63% of the libraries which offer customer service training for new employees also offer training for continuing employees; (3) the majority of libraries trained new employees in library policies, location of primary resources and services, equipment training, referrals, and the library's mission, and the majority of libraries trained continuing employees in library policies, equipment training, how to positively meet customer expectations, emergency procedures, and dealing with irate or frustrated patrons; (4) 63% of libraries use prepared training materials for new employee training, and 48% of libraries use prepared materials for continuing training; (5) the majority of libraries require attendance for both new and continuing employee training; and (6) 76.5% of libraries provide funds for staff to seek training outside the library system. Appendices include a list of institutions to which the questionnaire was sent, a copy of the questionnaire with tabulated results, and copies of transmittal and follow-up letters. (Contains 43 references.) (Author/SWC)

IDENTIFIERS- Computer Use; Directions; *Question Answering

Patron service is a high priority in the library setting and alleviating a large percentage of the directional questions will provide librarians with more time to help patrons more thoroughly than they are able to currently. Furthermore, in view of the current economic trend of downsizing, a navigational computer system program has the potential of reducing the number of support staff required to aid reference librarians by reducing the number of patrons visiting the reference desk. A study was conducted to: (1) determine whether or not a navigational computer program would reduce the number of support staff answering directional questions posed at the reference desk and (2) determine whether or not patrons would use a navigational computer program. A questionnaire consisting of 14 multiple choice questions was sent to museum directors throughout the United States; 39 were returned within the allotted time period. Section 1 of the questionnaire requested information about the museum and the director, specifically aimed to collect data regarding fees, educational level of the director, and his or her involvement in professional organization(s). Section 2 asked for information on the navigational computers used in the museum and sought to collect data on the use of these programs by visitors. Section 3 asked for information on the other types of computer technology utilized by the museum and the use of computer technology by the museum's visitors. Responses are discussed in detail. The main concern of the researcher was better service to the library patrons. The reduction of 53.9% of the directional questions asked at the reference desk (due to the navigational computer programs) would more than likely raise the level of service given to patrons by the reference librarian. The survey cover letter and questionnaire are appended. (Contains 30 references.) (Author/AEF)

good to excellent, with the highest ratings being given to the former MHCC students' work attitude. Data tables are appended. (AJL)

ED 401 964 JC 960 702

Baylard, Dana Reece; And Others
Mt. San Jacinto College Student Equity Plan Update.
PUB DATE- Sep 96
NOTE- 99p.; For the original 1995 Plan, see ED 389 356.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Affirmative Action; *College Planning; Community Colleges; Educational Opportunities; Educational Policy; Educational Quality; *Equal Education; *Ethnic Groups; Minority Groups; *School Demography; Two Year Colleges
IDENTIFIERS- *Mount San Jacinto College CA

The Student Equity Plan developed by California's Mount San Jacinto College (MSJC) is intended to assure equal access of historically underrepresented and ethnic minority students while maintaining excellence in academic standards. This update provides current information on the goals and activities involved in the Plan. An executive summary reviews state legislation mandating the development of student equity plans, the goals and initiatives of the Plan, and student equity indicators used at MSJC. The second section provides background information to the development of the plan, while the third provides tables of results from surveys of faculty, staff, and students regarding the campus climate. The fourth section discusses student access at MSJC, providing data on the percentages of ethnic groups in the college service area and student body and suggesting that the college's funding be increased in order to adequately serve all the students. Sections five through eight then provide data by ethnic group and gender on basic skills completion, successful course completion, degree and certificate completion, and transfer. The final section describes MSJC's annual review model. Each section includes tables which detail the barriers pertaining to that section, and implementation strategies for each barrier. (AJL) activities between school and work; and the provision of support services. Finally, part 6 discusses the implementation of CityWorks, highlighting five goals and providing a table of strategies and actions related to each goal. Contains 61 references. Appendixes provide a description of workplace competencies, a table of assignments that integrate the competencies into the curriculum, CityWorks worksheets of learning activities, and a glossary of terms. (HAA)

ED 401 984 JC 970 020

Cityworks: A Strategic Planning Model for Workforce Education and Training. Progress Report, January-June 1996.
PUB DATE- Jul 96
NOTE- 8p.; For a description of the Model, see JC 970 019.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Planning; *College School Cooperation; Community Colleges; Community Organizations; *Curriculum Development; Education Work Relationship; *Information Dissemination; Job Training; Labor Force Development; Pilot Projects; *Program Evaluation; School Business Relationship; Two Year Colleges
IDENTIFIERS- City College of San Francisco CA

"CityWorks" is a strategic plan for improving workforce education and training at California's City College of San Francisco (CCSF). In January 1996, a Project Group was formed to determine a timeline and tasks to be accomplished by the project through June 1996, establishing goals related to project dissemination, forming external linkages, implementing pilot course clusters, and developing work experience and placement services plans. In the 6-month period, information has been disseminated both to the campus community and external groups. In addition, presentations were made at area high schools to showcase CCSF offerings and the Learn to Earn program was established in spring 1996 among community-based organizations (CBO's), area high schools, and CCSF to provide a model for students interested in careers in health care. Developments were also achieved with respect to course clusters, with the hotel and restaurant/hospitality cluster meeting with workers and educators in Las Vegas to review curricula and the Health clusters reviewing pre-requisites to help ease the movement of students among programs. Other project accomplishments include the completion of a Work Experience Plan in May 1996, setting requirements for earning credit for off-campus activities; the establishment of Career Connection to coordinate linkages between employers and CCSF; and a plan to survey industry and CBO contacts. (AJL)

*Day Care Centers; *Emotional Adjustment; Foreign Countries; Infant Care; *Infants; Parent Child Relationship; *Separation Anxiety
IDENTIFIERS- *Sweden (Stockholm)

The purpose of this thesis Swedish language with English abstract and summary was to study the reactions of infants when they started attending day care centers and to elucidate the process of adjustment. The theoretical perspective employed is the J. Bowlby/M. Ainsworth attachment theory. U. Bronfenbrenner's ecological theory of human development has been used as a complement. A model was developed to analyze infants' responses to maternal separation and short-term effects of early entry into day care. A sample of 26 day-care infants (ages 6-12 months when entering day care) and a matched sample of 26 infants (cared for exclusively by their mothers) were studied during a period of 5 months. The data focused on repeated observations of infant-mother interactions at home and also on infant-staff interactions (for the day care sample) at 18 different day-care centers. Comparisons on a group level demonstrated adjustment in two phases. The first phase, called the initial period, lasted between 3 and 4 weeks and was marked with sadness and mild distress. The second phase, called the period of adaptation, beginning after about 7 weeks of day-care attendance and onwards, showed a marked change of adjustment. Results demonstrated that a majority of the day care infants reacted with sadness and mild distress. Following the period of adaptation, adjustment to the center setting was characterized by extremely low levels of crying and a low level of infant-staff interaction. Quality of day care and quality of mother-infant interactions were important factors influencing the infants' more immediate reactions to day care and the nature of the process of adjustment to the center setting. (Contains over 300 references.) (Author/WJC)

NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Color; Competence; Competency Based Education; Comprehension; Concept Formation; *Concept Teaching; Cultural Awareness; Cultural Background; Cultural Influences; Cultural Maintenance; Early Childhood Education; Instructional Effectiveness; *Knowledge Representation; Letters (Alphabet); Numbers; Skill Development; *Skills; Special Needs Students; *Teaching Methods; Teaching Models; *Thinking Skills
IDENTIFIERS- Calendars; Cultural Integration; Cultural Sensitivity; *Developmentally Appropriate Programs; *Labeling (of Objects); Shapes; Special Needs Children

This paper describes the current debate over developmentally appropriate teaching practice. The paper presents the perspective of multicultural educators, who argue that developmentally appropriate practice is biased toward white, middle-class values, and the perspective of special educators, who argue that modification of developmentally appropriate practice is necessary for their populations. This paper suggests that lost in the debate is the fact that developmentally appropriate practice is not fully implemented in early childhood programs because many teachers, parents, and administrators do not understand the difference between the teaching of skills, labels, and concepts, and the relationships between these ideas, in order to know whether their teaching is consistent with developmentally appropriate practice. The paper defines skill as an ability or proficiency acquired through practice, labels as what things are called, and concepts as acquired understandings. The paper discusses several typical early childhood activities in terms of skills, labels, and concepts, including learning shapes, calendar, colors, alphabet, numbers, and cutting on a line. The paper suggests that children should be allowed to work in the most effective way for them to learn, which would include interaction of skills, concepts, and labels learning. The paper warns against turning away from developmentally appropriate practice because practice might then revert to stressing learning of labels and skills at the expense of learning concepts. (Contains 43 references.) (SD)

as death, divorce, adoption by a single parent, or out-of-wedlock birth. Children's emotional responses to these situations are also reviewed. In addition, the video lists seven serious problems children may encounter in single-parent families, such as neglect or abuse, substance abuse, or a parent's emotional devastation, and tips for seeking help for these situations. The parent's perspective is also presented in nine points. The video concludes with suggestions for children coping with challenges of a single-parent family, such as a divorced parent asking prying questions or speaking unkindly of the other parent. (HTH)

Early Years of Childhood" and "Family, School, and Community Connection in Early and Late Adolescence." Chapters are: (1) "Family Education and Training in Early Care and Education"; (2) "The Road to Readiness: Family Needs, Community Resources, and Infant/Toddler Development"; (3) "Multicultural Studies of Family Support for Young Children s School Success"; (4) "The Effects of School-to-Home-to-School Communication on Children s Motivation and Learning"; (5) "Partners in Learning: Family Literacy Programs"; (6) "Studies of Parent Centers in Schools"; (7) "Parent Information for School Choice"; (8) "Natural Support Systems: Impact on Puerto Rican Families, Communities, and Schools"; (9) "Studies of Policies to Increase Family-School-Community Partnerships"; (10) "New Directions for Family-School-Community Partnerships with High Schools"; (11) "Materials for Teachers, Parents, and Members of the Community"; and (12) "A Study of Coaching in Community Settings." Contains a list of approximately 190 publications by Center researchers. (BGC)

or ethnicity declined below the number expected. Referrals to administrators for serious behavior infractions involving race or ethnicity also were reduced below the number expected. (KDFB)

ED 402 076 PS 024 852

The Apparel Industry and Codes of Conduct: A Solution to the International Child Labor Problem?
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Child Labor; *Codes of Ethics; *Fashion Industry; Imports; International Crimes; *International Trade
IDENTIFIERS- Monitoring

Corporate codes of conduct prohibiting the use of child labor are becoming more common as consumers are increasingly calling upon companies to take responsibility for the conditions under which the goods they sell are manufactured. This report (the third volume in the Bureau of International Labor Affairs' international child labor series) details an investigation of the use of child labor in the production of apparel for the U.S. market and the extent to which U.S. apparel importers have established and are using guidelines prohibiting the use of child labor. Results of a voluntary survey of 48 companies revealed that: (1) a majority have such a policy, although they have different forms and standards; (2) that the transparency, or education and awareness, of the codes among foreign contractors was not emphasized; (3) that most of the codes make no provision for implementation or monitoring; and (4) that most companies claimed they would enforce their codes, although they report having rare occasion to do so. Site visits by Department of Labor officials to six foreign countries confirmed the bulk of these results. Overall, codes of conduct, properly monitored and enforced, appeared to be a positive factor in solving the global child labor problem. Six appendices comprising over half of the report contain: (1) a list of companies surveyed; (2) the questionnaire; (3) the surveyed companies' codes of conduct; (4) site visit locations and contacts; (5) U.S. apparel imports, by region and country, 1985-1995; and (6) the International Labor Organization C138 Minimun Age Convention, 1973.

Indicators of Child and Family Well-Being," defines the indicators, the magnitude of the problem, and risk factors or additional information, and presents graphic data for each of the indicators by race, the rank for the state as a whole, and the percent of change from the early and mid 1990s. Section 2 of the report, "The Change: Models for Action," highlights several programs implemented to improve outcomes for children, including a volunteer-based truancy intervention program and a unique public-private partnership providing health services. The major finding of the report is that between 1990 and 1995, there was improvement by at least 5 percent on 3 indicators: infant mortality, low birthweight infants, and child death rates. There are also marked racial and county differences in several indicators. (Indicator trend data for 1980-1995 by race, and methodology information are appended.) (KDFB)

A lack of parent education programs in a rural midwestern county has denied rural families the support, advice, and education a parenting program would provide. Questionnaires were provided to 7 professionals and 13 parents in the county to determine if there was a need for parenting classes. The survey determined a need and concluded that no other classes were available in the area. A packaged parent education program was adopted to allow participation by the entire family and then implemented with 22 participants in 6 families. Twelve weekly sessions covered child development, self-esteem, discipline, and rule setting. Results of a pretest/posttest survey and the Parenting Quiz indicate that participants' knowledge increased at the end of the program. Weekly evaluations also indicated that the classes were useful and that participants learned information that would give them a new approach to parenting. The program was deemed a success and will be offered again in the fall of 1996. Data tables show results of questionnaires and pretest/posttest. Appendices include needs assessment questionnaire and evaluation questionnaires. (TD)

Interior (DOI) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). Partnerships are formed among federal, state, local, and private agencies to develop these environmental work programs. States and localities have broad flexibility to design programs suitable to their communities. Six pilot programs are described: two each in Washington D.C., Utah, and Florida. They range from weekend volunteer activities for at-risk preteens to a long-term residential program for serious juvenile offenders. Two programs are nonresidential and four are residential. For each program, information is given on the partners involved, program profile, target population, organizational structure, work or volunteer experience, program results, program costs, and program outlook. A table lists key characteristics of each program. Six factors contributing to successful program implementation are: a mutually beneficial partnership, team effort by partners in planning and implementation, prior experience in youth work programs, assignment of primary supervisory responsibilities to the youth service provider, ability of youth service agencies to absorb some program costs, and meaningful projects. Seven other issues to consider in planning a YES program are given, as are sources for additional information. (TD)

ED 402 133   RC 020 817

Coker, Russell; Kast, Sherry
Give It Your Best! Profiles of Native American Athletes.
PUB DATE- Jul 96
NOTE- 52p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Achievement; *Alaska Natives; *American Indians; *Athletes; *Athletics; *College Students; Higher Education; High Schools; Profiles; Role Models; Team Sports
IDENTIFIERS- Native Americans

The purpose of this publication is to encourage and enhance the participation of American Indian and Alaska Native athletes in organized sports at the secondary, collegiate, and professional levels. Profiles are given of 37 young Native American women and men who are succeeding in competitive athletics, as well as in the classroom. One page is devoted to each profile, which includes a picture, a quote from the athlete, and a description of the athlete's athletic and scholastic accomplishments and awards. A sidebar on each page lists the athlete's tribe, sport, school, and professional team, where applicable. Also included are a list of 13 benefits that can be derived from participating in sports, a two-page profile of Southwestern Indian Polytechnic Institute's cross-country and marathon programs, a profile of the United National Indian Tribal Youth basketball team, and a four-page guide on nutrition and fitness. (TD) topics that have been identified as main areas of study in biotechnology: bioprocessing, foundations, genetic engineering, agriculture, biochemistry, medicine, environment, and bioethics. Topics include: (1) Web Guides and Tools; (2) Major Starting Points; (3) Agricultural Biotechnology; (4) Mailing Lists; (5) Newsgroups; (6) Books, Journals, and Periodicals; (7) Bioethics; (8) International Biotechnology; (9) Regulation and Patents; and (10) Federal Government. (JRH)

ED 402 153 SE 058 898

Cwiklinski, Ann; And Others
Books To Help Teachers Achieve Science Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Books; Educational Change; Educational Resources; Elementary Secondary Education; *Mathematics Education; Science and Society; *Science Education; Science History; *Scientific Literacy; *Technology Education
IDENTIFIERS- ERIC Digests; *Reform Efforts

Many teachers accept science literacy as an important goal for K-12 education; however, those without a strong background in science, mathematics, and technology may be unsure of how to teach important ideas from these fields to their students. As part of its comprehensive effort to reform K-12 education, Project 2061 of the American Association for the Advancement of Science (AAAS) has begun to address this problem by developing a database of trade books on topics central to science literacy. The database is designed to help teachers better understand a specific set of learning goals for their students by linking directly to recommendations in Science for All Americans (SFAA), a report that includes a set of recommendations about what scientifically literate citizens should know and be able to do. This digest describes the database and lists trade books identified as providing reliable information on ideas central to scientific literacy. The books are grouped according to the chapters in SFAA to which they correspond: (1) The Nature of Science: (2) The Nature of Mathematics; (3) The Nature of Technology; (4) The Physical Setting; (5) The Living Environment; (6) The Human Organism; (7) Human Society; (8) The Designed World; (9) The Mathematical World; (10) Historical Perspectives; (11) Common Themes; and (12) Habits of the Mind. Internet resources are also included. (JRH)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Mathematical Concepts; Pattern Recognition; *Problem Solving; *Thinking Skills

The books in this series provide an essential ingredient in the transition from concrete mathematical experience to the symbolic reasoning used in algebra. They aim to guide the student in building and extending manipulative patterns, collecting numerical data, and analyzing the results. The main objective of the activities in this book is for the student to be able to build any design of the pattern. The activities allow students to use cubic blocks to build and analyze the given designs, then determine the relationship between the number of the design and the number of cubes necessary to build the design. Exploration and discovery of individual solution strategies are encouraged. The book is laid out in an easy-to-use format with 50 pattern pages (divided into three sections), an appendix (including teaching guide and a glossary), and an answer key. Within the five sections included, patterns generally progress from the simple arrangements that build confidence to the more complex and creative patterns that inspire students to combine their imagination and their mathematical skills. (JRH)

Investigations; *Learning Activities; Lesson Plans;
*Mathematics Curriculum; *Problem Solving; Units of Study
IDENTIFIERS- Alternative Assessment; Multiple Intelligences

An effective curriculum gives students the opportunity to perceive relationships among different topics in mathematics, use mathematics in their everyday lives, and apply mathematical thinking and problem solving to other curriculum areas. This book contains fun and creative ways to integrate mathematics across the curriculum with a diversity of areas. The units in this book fall into two main categories: those adapting the integrated model where extensive team planning and a supportive schedule is needed and those adapting a modified version of the shared model where team planning is still necessary but traditional schedules will support the activities. Each unit accents the multiple intelligences that are addressed in the investigation and alternatives to traditional assessment. Chapters include: (1) "Our Earth: Natural Disasters"; (2) "Local River Inquiry: Interdisciplinary Unit"; (3) "Botany and Mathematics"; (4) "The Stock Market"; (5) "Quilting across the Curriculum"; (6) "Out in Space"; (7) "Our Human Body"; (8) "Physics and Formulas"; (9) "Gulliver's Travels"; (10) "In Two Dimensions"; (11) "Tiling and Tessellations"; (12) "Designs in Regular Polyhedra"; and (13) "Origami, Music, and Math". Included are charts of integrated topics, multiple intelligences, and National Council of Teachers of Mathematics' (NCTM) Standards. Appendices include plans to design lessons and answers to selected problems. Contains 26 references. (JRH)

read, write, analyze, and draw conclusions. Role playing and other creative activities are included. The packet contains five lessons: (1) "Conflict and Its Resolution"; (2) "The Conflicts that Caused the Civil War"; (3) "The Gettysburg Campaign and the Battle"; (4) "How the Gettysburg Conflict Affected People"; and (5) "The Gettysburg Address." The lessons are designed to: work with a poster and prepare students for a visit to Gettysburg; offer teachers a way to integrate the study of history with other academic subjects in the upper elementary grades; and coordinate with the learner outcomes identified by the Pennsylvania Department of Education. Teachers can use one lesson or all five. Includes additional resources for both students and teachers. (EH)

ED 402 221   SO 026 108

Community Arts: Partnerships for Education.
PUB DATE- Sep 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Dance Education; Educational Needs; Elementary Secondary Education; Financial Support; *Fine Arts; Music Education; Participation; Poetry; Program Descriptions; Program Development; *School Community Programs; School Community Relationship; Theater Arts
IDENTIFIERS- John F Kennedy Center for the Performing Arts DC

This publication provides a composite look at 49 school-community arts education partnerships from 29 states. These programs were recommended by the State Alliances for Arts Education (AAE). Individual profiles were developed by the John F. Kennedy Center for the Performing Arts staff from surveys completed by respective Alliance and program staff. The programs highlighted are examples of collaborations judged to have had some measure of success. Programs include theater, music, poetry, and dance. Descriptions of each program, aspects of the planning, financial support, program impact, and program contacts are included. Charts provide information on the type of program, the art form focus, and the participating groups. The profiles are intended as evidence of the need for arts education programs, essential for every child's education. (NP)

ED 402 245 SO 026 561

Yildirim, Ali
Teaching and Learning in Middle School Social Studies in Turkey: An Analysis of Curriculum Implementation.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; Civics; *Classroom Environment; Comparative Education; Cross Cultural Studies; *Curriculum Development; Foreign Countries; Geography; History; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Studies; *Student Attitudes; Student Surveys; *Teacher Attitudes
IDENTIFIERS- *Turkey

This study is part of a larger research project designed to investigate social studies teaching at middle and high school levels in Turkey. This paper assesses curriculum implementation in social studies courses at middle school level from the perspectives of teachers and students. The study design included 88 middle schools in 22 provinces representing the seven geographic regions in Turkey. Social studies teachers of history, geography, and civics in all of the schools at all three grade levels were asked to participate and a stratified random sample of students were selected to represent all grade levels and courses. Two separate questionnaires were designed for the two groups to explore their perceptions of the teaching and learning process in social studies courses. Results are organized under three parts: (1) teachers' perceptions of the curriculum guidelines they use; (2) teachers' and students' assessments of the teaching and learning process in social studies courses in terms of teaching/learning activities, instructional materials, types of assignments and evaluation methods used; and (3) the impact of social studies courses on students from their point of view. (EH)

ED 402 267 SO 027 532

Hogarth, Burne
Drawing Dynamic Hands.
PUB DATE- 88
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Anatomy; Art; Art Activities; *Art Education; *Freehand Drawing; Instructional Materials; Realism; Visual Arts
IDENTIFIERS- Hands

This student artist's handbook provides illustrations and instructions for visualizing and drawing the human hand in a variety of positions. Focus is on realistic representation and imitation of the natural human form. Eleven chapters cover: (1) "Forms and Structures"; (2) "Proportions and Measurements"; (3) "Anatomy and Structure"; (4) "Anatomical Landmarks and Surface Stress"; (5) "Actions, Functions, Limits of Movement"; (6) "Foreshortening"; (7) "Inventing Hands in Action"; (8) "The Hand as an Instrument"; (9) "Communication and Gesture"; (10) "Aging"; and (11) "Hand Behavior and Occupations." Contains a bibliography and an index. (MM)

ED 402 268 SO 027 533

Hogarth, Burne
Dynamic Light and Shade.
PUB DATE- 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Art; Art Activities; *Art Education; *Freehand Drawing; Instructional Materials; *Light; Realism; *Special Effects; Visual Arts
IDENTIFIERS- *Shading (Visual Arts)

This student artist's handbook provides illustrations and instructions for rendering three-dimensional form with light and shade. Focus is on realistic representation and imitation of natural phenomena. Fifteen chapters cover: (1) "Black-and-White Silhouette; (2) "Minimal Light"; (3) "Five Categories of Light and Shade"; (4) "Single-Source Light"; (5)" Double-Source Light"; (6) "Flat, Diffused Light"; (7) "Moonlight"; (8) "Sculptural Light"; (9) "Spatial Light"; (10) Environmental Light"; (11) "Textural Light"; (12) "Transparent Light"; (13) "Fragmentation Light"; (14) Radiant Light"; and (15) "Expressive Light." The effects of both natural and artificial light effects are examined, in relation to a variety of subjects, including faces, figures, still lifes and landscapes. An Epilogue, Suggested Reading Guide and Index conclude the book. (MM)

PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alcoholism; Anger; *Curriculum Development; Dating (Social); Divorce; *Drama; Dramatics; Eating Disorders; Family Life; Group Activities; Intermediate Grades; Interpersonal Communication; Junior High Schools; Middle Schools; Peer Influence; *Problem Solving; *Role Playing; Special Education; Stress Management; *Student Attitudes; Suicide; Teacher Developed Materials; *Teaching Methods; Thinking Skills
IDENTIFIERS- *Participatory Curriculum

Drama and role playing are effective ways for teachers, school counselors, and other individuals who work with young people to teach and discuss sensitive issues. The eight plays in this publication are designed to help middle school students develop critical-thinking, problem-solving, and logical decision-making skills. The eight scripts use a student-centered, hands-on approach, and provide opportunities to consider difficult problems and make choices in the decisions for the plays' endings. The plays are designed to enhance existing curriculum. Each chapter focuses on a single issue: alcoholism, suicide, divorce and family life, eating disorders, peer pressure, responsible dating, stress and anger, and special education. Background information on the subject is given, followed by a play involving 10 to 15 characters. Students are free to develop the characters according to the way they see them and to create a solution for the ending of the play. Discussion questions and ten enhancement lessons are included, along with references at the end of each chapter. (ND)

graduating from college. Over time, their share of all athletic scholarships actually increased. African-Americans who did not qualify for an athletic scholarship under Proposition 48 were frequently replaced by other African-Americans who may have been slightly less skilled athletically but were more able academically. Findings suggested that minority students would continue to succeed under NCAA standards due to take effect in 1996. These rules may result in talented athletes receiving fewer scholarships, but other students with a greater chance of graduating will take their place. (MAH)

ED 402 310   SP 037 080

Murray, David R.
Charting a New Course and Facilitating College and School Collaboration through Service Learning and Service Leadership Development.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Meeting of the International Council for Innovation in Higher Education (Vancouver, British Columbia, Canada, November 3-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; *Leadership Training; Partnerships in Education; Preservice Teacher Education; *Service Learning; *Teacher Education Programs
IDENTIFIERS- *Alice Lloyd College KY; *Kentucky Education Reform Act 1990

This paper discusses Kentucky School Reform and its impact on higher education; how Alice Lloyd College engages with teaching practitioners to address their needs through service learning and service leadership development; and potential applications of the program in other institutions. The paper recommends that future service learning ventures: (1) should be interdisciplinary efforts involving the entire higher education community; (2) should be infused into the curriculum, course work and field experiences; (3) should be diversified in their service efforts; (4) should be continuous processes focused on goals that will improve academic and social conditions; (5) extend into out-of-school activities; (6) incorporate projects that engage people at their appropriate levels; (7) empower people to solve their own problems; and (8) promote citizenship emphasizing lifelong service as a member of a global community. (Author/MAH)

ED 402 311 SP 037 081

Williams, Marium T.
Long Term Impact on Reforming Classroom Practice.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Action Research; Classroom Techniques; *College School Cooperation; Educational Change; Elementary Education; Elementary School Teachers; Higher Education; Parent Teacher Cooperation; Partnerships in Education; School Districts; Schools of Education; *Teacher Collaboration; *Team Teaching
IDENTIFIERS- *Kentucky Education Reform Act 1990; *Morehead State University KY

This paper describes Morehead State University's support of the Kentucky Education Reform Act through mini-grants to public school teachers to help them implement state reform mandates and guidelines in the classroom through in-school action research projects. Morehead State University funded 18 mini-grants to 14 different schools in 11 different districts. The projects integrated action research with motivation theory and adult learning that emphasized job-embedded study and practice. Teachers involved in the projects studied their practice in a rational and methodical fashion, contributed to the profession's knowledge base, wrote and reflected on their work, and collaborated with other professionals in pairs or teams. Five themes emerged in participants view of the projects: (1) validation of self-efficacy; (2) enhanced communication; (3) opportunities to visit teachers in other schools; (4) parent involvement; and (5) acquiring materials. Some conclusions drawn from the Morehead State University project were: the mini-grant action research format encouraged instructional dialogue and teacher collaboration; university faculty were encouragers rather than experts on design; and statistics seemed to foster teachers commitment to their own projects. A Teacher Survey of Mini-grant Project is included in the report. (Contains 13 references.) (MAH)

ED 402 312 TM 025 275

Hau, Kit-Tai; Wong, Chi-Lap
Achievement Goal Orientations and Theories of Intelligence of Chinese Students in Hong Kong.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Adolescents; Behavior Patterns; Beliefs; Child Development; Cross Cultural Studies; Educational Objectives; Foreign Countries; *Goal Orientation; Grade 7; *Intelligence; Junior High Schools; Junior High School Students; Self Concept; *Student Attitudes; Theories
IDENTIFIERS- *Chinese People; *Hong Kong

In the study of students' achievement behavior, it has been argued that learning goals that emphasize self-improvement rather than outperforming others are more desirable. This study

ED 402 331 TM 025 856

Bakken, Carol H.
Two Basic Skills Instruments as Predictors of Performance on the GED Test for Incarcerated Male Youth.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; Computer Assisted Testing; Correlation; *Equivalency Tests; Ethnic Groups; High School Equivalency Programs; Late Adolescents; *Males; *Prediction; *Prisoners; *Readiness; Skills; *Test Results; Test Use
IDENTIFIERS- Basic Skills Inventory; Comprehensive Adult Student Assessment System; *General Educational Development Tests

Thousands of older incarcerated youth (17-18 years old) pass through the juvenile justice system every year. Many are not viable candidates for traditional high school graduation because of limited earned credits and large gaps in education. The purpose of this study was to establish an effective and efficient means for determining students' readiness for passing the General Educational Development (GED) test as an alternative to a traditional high school diploma. A correlational study was conducted, and 212 male subjects who were incarcerated in juvenile halls or long-term detention facilities were administered three tests. The Basic Skills Inventory-Computer Adaptive Test and the Comprehensive Adult Student Assessment System Extended Employability System Form 130 were used to predict performance on the GED test. The first hypothesis, which predicted a significant correlation between the two basic skills predictor instruments, was supported. Correlation coefficients were statistically significant at the 0.001 level. The second set of hypotheses, which predicted that the two basic skills instruments, either singly or together, would be significant predictors of performance on the GED, was supported. All subtests of the predictor instruments were statistically significant at the 0.001 level. The final pair of hypotheses, which predicted that the results would not vary significantly across ethnic groups, was supported. (Contains 10 tables and 18 references.) (Author/SLD)

ED 402 332 TM 025 859

Huberty, Carl J.; And Others
Behavioral Clustering of School Children.
PUB DATE- Apr 96
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Behavior Rating Scales; *Classification; *Cluster Analysis; Elementary Education; *Elementary School Students; National Norms; Prediction; Research Methodology; *Responses; *Validity
IDENTIFIERS- *Behavior Assessment System for Children

This article illustrates how a cluster analysis can be conducted,

ED 402 351 TM 025 988

New Mexico High School Competency Examination. Domain Specifications.
PUB DATE- Jul 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Competence; Constructed Response; Curriculum Development; *Graduation Requirements; High Schools; Mathematics Tests; Multiple Choice Tests; Reading Tests; Science Tests; Social Studies; *State Programs; *Test Construction; *Testing Programs; Test Items
IDENTIFIERS- *Domain Specifications; *New Mexico High School Competency Examination; Test Specifications

The State Department of Education is releasing the domain specifications of the New Mexico High School Competency Examination (NMHSCE) for educator use because the Spring 1996 administration of the test will be in a different form. The NMHSCE is a high school graduation requirement in New Mexico. It assesses students' competence in writing, reading, mathematics, science, and social studies. The specific content of the examination, with examples of item types, is described in the domain specifications. Within each domain section, an overview of the competency framework for that domain is provided, and each competency statement is listed, with the following information: (1) eligible test content; (2) a sample multiple-choice item; (3) a sample constructed response item and rubric; and (4) a sample open-ended item and rubric, if appropriate. At the end of each section, the general specifications for test items are given. The domain specifications are a bridge between the state Competency Frameworks and the NMHSCE, but they are not intended to define a curriculum. Eight appendixes provide detailed content-specific information. (SLD)

ED 402 352 TM 025 989

Statewide Articulated Assessment System. 1994-1995 Summary Report.
PUB DATE- Aug 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Ethnic Groups; Graphs; *Portfolio Assessment; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- Iowa Tests of Basic Skills; *New Mexico Articulated Assessment System; New Mexico High School Competency Examination

Results from the component tests of the New Mexico Statewide Articulated Assessment System, an elementary-level assessment, are presented. The New Mexico Achievement Assessment, uses the Iowa Tests of Basic Skills to assess the achievement of students in grades 3, 5 and 8. Score increases were seen for students in grade 3 in mathematics, in grade 5 in vocabulary and reading comprehension, and in grade 8 in vocabulary and reading comprehension. There was a slight decrease in grade-3 reading comprehension, and students at all grades performed well in science. The state portfolio writing assessment is used in grades 4, 6, and 8. The optional use of the portfolio

ED 402 371 UD 031 387

Albelda, Randy; Folbre, Nancy
The War on the Poor. A Defense Manual.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; *Conservatism; *Delivery Systems; *Economic Factors; Employment; Federal Legislation; Low Income Groups; Minority Groups; *Poverty; Urban Problems; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Entitlement Programs; *Reform Efforts

In 1995, politicians from both parties proposed legislation to reduce funding for welfare programs and mandated a new block grant system designed to eliminate entitlement to assistance. This defense manual was written to help people who believe in democratic rights fight for a generous and effective safety net for the poor. It is recognized that the major public assistance programs have serious shortcomings, but it is argued that most proposed alternatives would do worse. The first part of the book (six chapters) confronts the most common conservative myths, challenging them with documented facts and figures. The second part of the book provides narrative background, combining factual presentations and brief articles. Chapter 7 provides an overview of poverty and assistance programs, and Chapter 8 describes ways advocates can move beyond a defensive strategy to assist the poor. Chapters are titled: (1) "The Welfare State"; (2) "The Poor"; (3) "Family"; (4) "Work"; (5) "The Economy"; (6) "Sex, Lies, and Righteous Indignation"; (7) "Overview"; (8) "Alternatives"; and (9) "Resources" (program resources and 10 published research materials). (Contains 6 tables and 16 figures.) (SLD)

ED 402 372 UD 031 388

Guggenbuhl, Allan
Steps toward Positive School Culture: Crisis Intervention with Teachers, Parents and Violent Youth.
PUB DATE- Aug 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Cultural Differences; Elementary Secondary Education; Foreign Countries; *Intervention; Minority Groups; Multicultural Education; *Prevention; Program Descriptions; *School Culture; School Psychologists; School Safety; Student Attitudes; *Violence
IDENTIFIERS- *Switzerland

Although Switzerland is a small country, it has a highly diverse population, and with that diversity has come the potential for violence in the schools. In the last 2 or 3 years, school violence has become a major issue in Swiss education. This paper involves an intervention undertaken by specially trained school psychologists to reduce violence in targeted schools. The intervention begins with a conference with the teacher and evaluation of class problems. The teacher must agree to make at carried out by groups. There was little evidence that racist attitudes were merely the reproducing of parental attitudes. Instead, they appeared to reflect a youth culture strengthened, but not caused, by national racist groups. Efforts to combat racism should focus on young people and the awareness that their racism is the manifestation of a youth culture. Some specific suggestions are made for addressing youth racism. (SLD)

ED 402 392 UD 031 415

Essed, Philomena
Diversity: Gender, Color, and Culture.
PUB DATE- 96
NOTE- 167p.; Translated by Rita Gircour from "Diversiteit," published in Dutch in 1994. Chapters 1, 4, 10, and 11 are new for this edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Translations (170)
DESCRIPTORS- *Cultural Pluralism; Economic Factors; Ethnic Groups; *Ethnicity; Females; Foreign Countries; Higher Education; Human Relations; *Multicultural Education; *Racial Differences; *Sex Differences; Sexual Harassment; *Social Bias; Teaching Methods
IDENTIFIERS- Europe

This book serves as an introduction to issues of diversity. Each chapter addresses an issue relevant to life and work in gender-conscious and ethnically diverse environments. Taken together, the chapters challenge the reader to develop alternative views on gender, color, culture, and human relations. The first chapter introduces key notions, such as prejudice, discrimination, and the idea of "otherness." Other chapters present interrelated essays on the historical, economic, and cultural processes underlying racism. Chapters are titled: (1) "Common Sense about the 'Other': From Paternalistic to Competitive Racism"; (2) "Beyond Tolerance"; (3) "'As Long as They Don't Call Me a Racist': Ethnization in the Social Services"; (4) "Sexual Harassment in a Racial Context"; (5) "Multiple Identities: On Color and Migration"; (6) "How Positive Is 'Positive Action'"; (7) "Encouraging Diversity in Colleges and Universities"; (8) "Pioneers among Women of Color"; (9) "Transnationality: 'The Diaspora of Women of Color in Europe'"; (10) "Teaching in an Age of Diversity"; and (11) "Cross-Ethnic Coalition Building: A Challenge to Leadership." (Contains 269 references.) (SLD)

ED 402 393 UD 031 416

Ascher, Carol; And Others
Hard Lessons. Public Schools and Privatization.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Contracts; Cost Effectiveness; *Educational Change; Elementary Secondary Education; *Equal Education; Federal Aid; Financial Support; *Outcomes of Education; Parent Participation; *Privatization; Program Descriptions; *Public Schools; Urban Areas; *Urban Schools
IDENTIFIERS- *Reform Efforts

One of the ideas frequently offered for the improvement of American education, privatization, has the advantage of

Gorder, Cheryl
Multicultural Education Resource Guide.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Instructional Materials; *Multicultural Education; Parent Materials; Reference Materials; Resource Materials; Resources; *Textbooks

This guide lists resources for use by parents and teachers in multicultural education. It is prefaced by two reprinted articles about multicultural education, "Learning about Diversity: What Parents and Teachers Can Do," by Francis Roberts ("Parents' Magazine," May 1992), and "Teaching Children To Respect Diversity," by Gwendolyn Calvert Baker (Association for Childhood Education International, Wheaton, MD, 1995). Chapter 1 lists 19 sources (publishers) of fully designed curricula and courses for multicultural education. In Chapter 2, 45 sources of less extensive multicultural educational texts, workbooks, and supplementary classroom materials are listed. Chapter 3 introduces 35 companies that supply toys and games useful for a multicultural education. In Chapter 4, seven companies that produce software for multicultural education are described. Publishers of books for multicultural reading (158 companies) are described in Chapter 5, which is followed by a "hot picks" list of 60 multicultural titles for children. Chapters 6 and 7 list six publishers of newsletters and five companies that provide services for teachers and students respectively. In Chapter 8, 18 organizations that sponsor multicultural events are listed, and Chapter 9 lists 12 associations with multicultural agendas. Speaker and workshop sources are listed in Chapter 10, and Chapter 11 lists 61 sources of multicultural music. Twenty suppliers of multicultural items of material culture are listed in Chapter 12. (SLD)

ED 402 412 UD 031 436

Devine, John
Maximum Security. The Culture of Violence in Inner-City Schools.
PUB DATE- 96
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Disadvantaged Youth; Discipline; Educational Technology; Ethnography; *High Schools; *Inner City; *School Safety; Security Personnel; *Teacher Role; Technological Advancement; Urban Problems; *Urban Schools; Urban Youth; *Violence
IDENTIFIERS- New York City Board of Education; Professionalization of Teaching

In an ethnographic reflection on 10 years experience working in the high schools of inner-city New York, issues of school safety, discipline, and violence are explored. The central proposition is that the mentality that relies on paramilitary security measures and technological devices, such as metal detectors, to achieve safe schools is only an aspect of a long-examined how students' learning goal orientations were related to their theories of intelligence (e.g., whether intelligence is inborn). The subjects were 400 Chinese seventh graders in Hong Kong. Preliminary factor analyses revealed that students' theories of intelligence were multidimensional. In addition, students with stronger learning goals were more likely to believe that intelligence was malleable and task-specific. Implications for cross-cultural and developmental studies are discussed. (Contains 2 tables and 26 references.) (Author/SLD)

ED 402 313 TM 025 803

Triska, Olive H.; And Others
Clinicians' Perceptions of Medical Students' Reasoning on Multiple Choice Items.
PUB DATE- 11 Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Cognitive Processes; *College Faculty; Foreign Countries; Higher Education; Medical Education; *Medical Students; *Multiple Choice Tests; *Physicians; Problem Solving; Protocol Analysis; Test Construction; Test Items; *Thinking Skills
IDENTIFIERS- *Expert Novice Problem Solving; Experts; Knowledge Acquisition

The domination of the information processing approach has shifted research from problem solving strategies to the structure and organization of knowledge that characterizes expertise. The purpose of this study was to compare the reasoning processes of 12 clinicians and 40 medical students as they responded to 6 positively stated multiple choice items involving patient diagnosis. The theoretical framework that guided the study was the information processing theory of J. R. Anderson, which sees knowledge acquisition as a process in which individuals progress from novices to experts in sequential stages over a period of time. Clinician and student protocols were analyzed using subsets of behaviors related to the item stem and the choice options. The reasoning processes of the students and clinicians differed. While clinicians integrated the information presented in the stem and activated a hypothesis to explain all the information, students restated and focused on pieces of information in the stem, and used short connective links to relate one piece of information to an interpretation or possible answer. The differences in behavior appeared consistent with the Anderson information processing theory. Since students solve items by heeding the alternatives, each alternative presented should be integral to the central concept of the item and indicate a knowledge deficit or misconception. An appendix presents the multiple choice items. (Contains three tables and six references.) (SLD)

ED 402 314 TM 025 804

Verduin, John R., Jr.
Helping Students Develop Investigative Problem Solving and Thinking Skills in a Cooperative Setting. A Handbook for Teachers, Administrators and Curriculum Workers.
PUB DATE- 96
NOTE- 101p.

validated, and interpreted. Data normed for a behavioral assessment instrument with 14 scales on a nationally representative sample of U.S. school children were utilized. The discussion explores the similarity index, cluster method, cluster typology, cluster validity, cluster structure, and prediction of cluster membership. The Behavior Assessment System for Children (BASC) form that assessed 6- to 11-year-old students with the Teacher Rating Form (TRS-C) was used with a sample of 1,228 elementary school children. The clustering method involved a two-step procedure: a Ward hierarchical analysis followed by an iterative cluster partitioning via a K-means analysis. As illustrated, the following steps are suggested for cluster analysis: (1) select the study units (children); (2) choose the system of response variables; (3) decide how to measure the response variables; (4) select the similarity index; (5) select the cluster method; (6) determine the initial cluster typology; (7) provide some evidence of cluster validity; (8) interpret final cluster typology; (9) describe final cluster structure; and (10) develop a classification rule for new units. (Contains 2 figures, 9 tables, and 48 references.) (SLD)

ED 402 333 TM 025 908

Marso, Ronald N.; Pigge, Fred L.
Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Effectiveness of Practices Related to Their Schools' Dissemination of the Results of Standardized Testing.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Practices; Elementary Secondary Education; *Information Dissemination; Principals; *Standardized Tests; Supervisors; *Teachers; Testing Programs; *Test Results
IDENTIFIERS- *Test Directors

The perceptions of various educators (N=495) of the effectiveness of practices related to the dissemination of the results from their schools' standardized testing programs were collected and analyzed. Contrary to what might have been expected from prior research, these educators rated the effectiveness of their schools' performance in disseminating the results of standardized testing higher than their schools' performance in meeting overall district responsibilities. Dissemination practices in which the schools' performance was rated highest were reporting results to supervisors and principals, reporting results to teachers, and reporting results to parents. Practices in which the schools' performance was rated lowest were reporting results to the community and counselors' meetings with supervisors, teachers, and pupils to share testing results. Teachers' ratings of the performance of their schools, particularly secondary teachers, were lower than the administrators' ratings, and educators assigned to elementary schools rated the performance of their schools higher than did their secondary cohorts. Also, contrary to some prior research findings, these educators indicated that their schools nearly always disseminated the results of standardized testing to parents, teachers, supervisors, and principals, and most of the time to pupils, particularly to those pupils in the upper assessment in grade 8 increased, with 8,894 students participating in 1995. Eighth-grade scores demonstrated the importance of early instructional intervention before the tenth-grade component of the high school competency examination. The New Mexico High School Competency Examination (NMHSCE) is administered as a graduation requirement. The percentage of sophomores passing all 6 subtests of the NMHSCE increased to 86.5%, a new high for the test, and these increases were noted for all ethnic groups in 1994-95. (Contains 3 tables and 16 figures.) (SLD)

ED 402 353 TM 026 200

Collins, Mary A.; And Others
National Household Education Survey of 1995. Adult Education Data File User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 577p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adults; *Data Analysis; *Family (Sociological Unit); Questionnaires; Research Methodology; Research Utilization; Sampling; *Telephone Surveys; *User Needs (Information)
IDENTIFIERS- Data Files; *National Household Education Survey; Random Digit Dialing

The 1995 National Household Education Survey (NHES:95) was a random digit dial telephone survey of households developed by the National Center for Education Statistics and conducted by Westat, Inc. The first full-scale implementation of the NHES was in 1991. The NHES:95 included two topical survey components, one called the Adult Education (AE) survey and the other the Early Childhood Education Program Participation Survey. This manual provides documentation and guidance for users of the public release data file for the AE component of the survey, which focused on adults' participation in adult education. Information about the purpose of the study, the data collection instruments, the sample design, and data collection and processing procedures is presented. There is also some information about factors that should be considered when using the data. For the AE component, telephone interviews were completed with 19,722 adults aged 16 and older who were not enrolled in elementary or secondary school and not on active duty with the U.S. armed forces. They included 11,713 participants in adult education and 8,009 nonparticipants. Seven appendixes present information about study methodology and the screening and interview questionnaires. (Contains 8 tables, 2 figures, and 26 references.) (SLD)

ED 402 354 TM 026 240

Common Core of Data (CCD). School Years 1988-89 through 1993-94 CD-ROM .
PUB DATE- Oct 96
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- at should be considered when us component, telephone interviews were completed w

least one teaching change as evidence of the desire to cooperate with the intervention. A parents' meeting is then held, and parents also must agree to cooperate in the intervention. They are asked to talk to the students about violence and related issues. Intervention with the students follows, and the core of the intervention is a "mythodrama" presentation, in which students are told stories that relate to violence themes, but which have no resolution presented by the psychologists. Students are asked to imagine their own endings, and these student-generated ideas are explored to yield insight into class dynamics. Students are then asked to work to improve behavior according to plans they formulate. Followup work with the teacher, and a later class session with the students, complete the intervention. Research into the response of 120 children has determined that 66% of all students believed that their capacity to resolve problems increased because of the intervention, and 49% thought that the school atmosphere had changed for the better. The psychologists try to use the energy that had been expressed in violence in a positive way. (SLD)

ED 402 373 UD 031 389

Shane, Paul G.
What about America's Homeless Children? Hide and Seek. Sage Sourcebooks for the Human Services Series.
PUB DATE- 96
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Children; Child Welfare; Disadvantaged Youth; Elementary Secondary Education; *Homeless People; Housing; Low Income Groups; Mass Media Role; Personal Narratives; Social Problems; *Social Services; *Urban Problems; *Youth Programs

This book aims to present what is known about homeless children and to let the stories of some homeless families make their situations clear. The first part of the book covers the background and social, educational, and health issues of homeless children, with a discussion of causes. Part 2 presents some stories of homeless youth and families, with discussions of what happens to these children as adults and the way the media portray homeless children. Part 3 describes programs and other societal responses to homelessness. Part 4 then provides an analysis and some conclusions about homelessness, and outlines some preventive and relief efforts. The scientific approach underlying the analysis is the Galilean approach of K. Lewin (1935), which means examining a phenomenon dynamically and holistically from its genesis and in its environment. Chapters are titled: (1) "Homeless Children: Who Are They?"; (2) "Social and Educational Issues"; (3) "Health Issues"; (4) "Social Context of Homelessness"; (5) "Unaccompanied Children"; (6) "Families"; (7) "Babies"; (8) "Survivors"; (9) "Through the Camera's Lens"; (10) "Programs for Unaccompanied Youth and Families"; (11) "Societal Responses to Homelessness"; and (12) "Conclusions." (Contains 159 references and lists 29 sources for additional reading and 9 film and video resources.) (SLD)

ED 402 374 UD 031 390

Billson, Janet Mancini
Pathways to Manhood: Young Black Males Struggle for Identity. Expanded Second Edition.
PUB DATE- 96

conforming to the popular beliefs that markets produce better results than do government entities. This popular support has been a major reason for the willingness of local officials to consider changes that dismantle or supersede public education structures. This book uses five critical issues as lenses to examine experiments in privatization: (1) student outcomes; (2) costs; (3) parental voice; (4) accountability; and (5) equity. The first two chapters review the major issues in privatization and how advocates have argued for the benefits of privatization in each of these five areas. Chapter 3 describes two privatization experiments funded by the Federal government in the 1970s, one in performance contracting and one with vouchers. Chapter 4 analyzes the privatization efforts in Baltimore (Maryland), and chapter 5 reviews other privatization efforts in Boston (Massachusetts), Chicago (Illinois), Hartford (Connecticut), and Milwaukee (Wisconsin). Chapter 6 describes some other types of current reform that affect the five critical areas, and the final chapter summarizes evidence on school privatization. It is argued that privatization is not a cure for the ills of the nation's urban schools, and that it may lead to the development of a dual system of educational opportunity. (SLD)

ED 402 394 UD 031 417

Donaldson, Karen B. McLean
Through Students' Eyes. Combating Racism in United States Schools.
PUB DATE- 96
NOTE- 167p.; Foreword by Sonia Nieto.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *Educational Environment; *Equal Education; High Schools; *High School Students; Minority Groups; Multicultural Education; Pilot Projects; *Racial Bias; School Segregation; Social Studies; Student Attitudes; *Urban Schools

Racism has not been eradicated in U.S. schools, even though many educators do not view it as a major deterrent to the learning of minority students. Overt racism among students, racism demonstrated in the ignorance of teachers and administrators, and racism revealed in the internal struggles of students are common in today's schools. This book documents the racist experiences and antiracist solutions shared by a number of students through a variety of interviews, surveys, and studies. Much of the book focuses on the High School Project, a study from an inner-city high school in New England in a school district with 25,000 students. A race relations survey completed by 2,000 11th and 12th graders was a basis for this book. Information from the Middle School Arts Project, which focused on assessing an artistic fifth-grade social studies unit, and the Teacher Project, a study that has evolved from student ideas for solutions, add to the information base. Much of the book is centered around using the arts in multicultural education to address issues of racism in schools. The three parts of the analysis are titled: (1) "Shall We Sit By While Racism Hurts Our Children?"; (2) "Students Take a Social Action Approach against Racism in Schools"; and (3) "The Teacher Project--An Antiracist Pilot Study with Teachers." Four appendixes present instruments from the High School Project and the Middle School Arts project, the story of national antiracist efforts in education, and a report on the Teacher Project. (Contains 1 figure and 106 references.) (SLD) term arrangement of the schools into a hierarchy and a recent professionalization of the role of the teacher. Educational philosophies today distance adult society more and more from the everyday issues of adolescents in the city. Violence actually becomes more normalized when the technologically oriented security system becomes the primary mechanism for achieving schoolwide discipline. One of the main reasons school violence is not dealt with effectively is that it is not being analyzed adequately. Chapters 1 through 7 explore societal violence, the roles of teachers, security guards, researchers, and educational theorists, and the characteristics of inner-city adolescents. Chapter 8, "Remythologizing Inner-City Schooling," advances some proposals for relieving the crisis of school violence. The most important are the creation of smaller schools and a reconceptualization of the role of the teacher, asserting that teaching is a vocation and not a profession. (Contains 145 references.) (SLD)

ED 402 413   UD 031 437

Hutchinson, Francis P.
Educating Beyond Violent Futures. Futures and Education Series.
PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict Resolution; Discipline; Elementary Secondary Education; *Futures (of Society); Literacy; *School Safety; Social Problems; *Student Empowerment; Teaching Methods; *Violence

Educating young people to give them alternatives to violence for their futures is explored in this examination of the causes of violence in schools and society and possible solutions. The challenge is one of moving from cultures that condone violence and intolerance of difference to cultures that are both more tolerant and more peaceful. Part I of this book, "Questioning Fatalism and Impoverished Social Imagination," begins by questioning assumptions that have been made about society and schooling. This section stresses the importance of listening to young people and their thoughts about the future. Part II, "Expanding Our Ways of Knowing and Vocabularies of Hope," contains chapters on reconceptualizing literacy for education for the student's future, becoming aware of the cultural editing that exists, and building vocabularies of hope for young people. Part III, "Encouraging Forward-Thinking, Life-Affirming and Empowering Principles and Practices," contains chapters on educating for sustainable futures and cultures of peace and a final chapter of practical suggestions for hopeful education. (Contains 45 figures, 30 tables, 28 boxes, and numerous references.) (SLD)

ED 402 414   UD 031 438

Hanson, Sandra L.
Lost Talent: Women in the Sciences. Labor and Social Change Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Instructional Effectiveness; *Problem Solving; Teaching Methods; *Team Teaching; *Thinking Skills

Much of the emphasis in this handbook is on helping students develop investigative, problem-solving, and thinking skills, but the importance of students' working together in a cooperative and democratic setting to solve problems is also stressed. Cooperative learning is an instructional tool that can often be used to the student's advantage. Part 1 of this handbook offers a rationale for the team approach that draws heavily on the research and ideas associated with cooperative learning and then on the importance of investigative processing and problem solving for new learning. Part 2 presents ideas on organizing the process in a step-by-step approach. It offers procedures, cautions, and useful strategies for the teacher to consider. Part 3 presents some curricular illustrations that show what students in a cooperative team setting, under the guidance of an instructor, can accomplish as they pursue meaningful, student-initiated, and student-executed topics. The text identifies instruction strategies and sets them apart. (Contains 32 strategies in table form and 47 references.) (SLD)

ED 402 315 TM 025 806

Dirir, Mohamed A.; Sinclair, Norma
On Reporting IRT Ability Scores When the Test Is Not Unidimensional.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Error of Measurement; *Estimation (Mathematics); *Item Response Theory; *Scores; Simulation
IDENTIFIERS- *Dimensionality (Tests); Stouts Procedure; *Unidimensionality (Tests)

The purpose of this study was to examine the effect of test dimensionality on the stability of examinee ability estimates and item response theory (IRT) based score reports. A simulation procedure based on W. F. Stout's Essential Unidimensionality was used to generate test data with one dominant trait for the whole test and three minor traits specific to three subsets of items. The dimensionality of the data was controlled by varying the relative strengths of the specific traits. The errors in the ability estimation, which were examined both at test level and at subtest level, were compared among different degrees of test dimensionality. The correlation between the dominant trait and the minor traits was varied to three levels. When major and minor traits were not correlated, the standard errors in the ability estimates increased with increase in the strength of the minor traits. When the major and minor traits were correlated, on the other hand, the errors in the ability estimates slightly decreased as the strength of the minor traits was increased. (Contains 2 figures, 5 tables, and 12 references.) (Author/SLD) grades. An appendix contains Section 4 of the data collection survey. (Contains 3 figures, 6 tables and 15 references.) (Author/SLD)

ED 402 334 TM 025 910

Gordon, Wayne I.; And Others
A Factor Analytic Study of the Self-Regulated Learning Inventory.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For a related document, see ED 401 321.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; *Factor Analysis; Factor Structure; Grade Point Average; Graduate Students; Higher Education; Learning Strategies; *Metacognition; Models; *Test Construction; Test Reliability; *Undergraduate Students
IDENTIFIERS- *Self Regulated Learning; Self Regulated Learning Inventory

The Self-Regulated Learning Inventory was developed to help researchers and teachers understand the concept of self-regulated learning and to provide a tool for identifying behaviors students need for academic success. Version One of the instrument contained 71 items representing the factors of metacognition, learning strategies, motivation, contextual sensitivity, and environmental control/utilization. Following a pilot study with responses of 104 undergraduates, a second version was constructed based on a formalized provisional model of self-regulated learning. A number of unpublished studies were conducted to evaluate Version Two, and these led to the construction of a third version based on a four-factor model of executive processing, cognitive processing, motivation, and environment control/utilization. Version 3 contained 80 items, divided evenly among the 4 subscales. Testing with 219 undergraduates and 62 graduate students supported the reliability of the version. Separate factor analyses for graduate and undergraduate students supported a four-factor solution in either case. Results from this study suggested a strong relationship between self-regulated learning and grade point average. (Contains 7 tables, 1 figure, and 18 references.) (SLD)

ED 402 335 TM 025 914

Tuck, Kathy D.
Assessment of the Continuous Progress Report for the Early Learning Years (An Examination of Scale Construction).
PUB DATE- Jan 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Child Development; Demonstration Programs; Early Childhood Education; *Evaluation Methods; Language Arts; Mathematics; Measures (Individuals); Physical Development; Reading; *Report Cards; *Student Evaluation; Student Placement; Teacher Education; *Validity; Writing (Composition)
IDENTIFIERS- *District of Columbia Public Schools

DESCRIPTORS- Census Figures; Comparative Analysis; Data Analysis; *Databases; *Data Collection; Demography; Educational Finance; Educational Research; *Elementary Secondary Education; *National Surveys; Optical Data Disks; Research Methodology; *School Districts; School Statistics; State Programs
IDENTIFIERS- *Common Core of Data Program; Data Files

The Common Core of Data (CCD) is the primary database of the National Center for Education Statistics on elementary and secondary education in the United States. CCD is a comprehensive, annual, national statistical database of all elementary and secondary schools and school districts. It contains data that are comparable across all states, and all 50 states, the District of Columbia, and outlying territories under U.S. jurisdiction are included. This CD-ROM disc contains six years of CCD data, for the states beginning with school year 1988-89 through 1993-94, five years for agencies, and four years for schools. The disc contains approximately 340,000 school records, 83,000 agency records, and 330 state records. Agency level fiscal data have been merged with nonfiscal data, as have state data. Some of the agency fiscal and demographic data were obtained from the 1990 Decennial Census and the F-33 survey conducted by the U.S. Bureau of the Census. Installation instructions are included with the disc. TYPE OF SURVEY: National Survey; Census Survey. POPULATION: Elementary and Secondary Schools (340,000); Education Agencies (83,000); States (330). FREQUENCY: Annual. YEAR OF EARLIEST DATA: 1988. YEAR OF LATEST DATA: 1994. (SLD)

ED 402 355   TM 026 241

National Household Education Survey. 1991, 1993, and 1995 Surveys. Data Files and Electronic Codebook CD-ROM .
PUB DATE- Oct 96
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- agency fiscal and demographic d
DESCRIPTORS- *Adult Education; Adults; Day Care; Discipline; *Early Childhood Education; Educational Environment; Educational Experience; *Family (Sociological Unit); National Surveys; Primary Education; *Research Methodology; School Readiness; *School Safety; Telephone Surveys; Young Children
IDENTIFIERS- *National Household Education Survey; Random Digit Dialing

The National Household Education Survey (NHES) is an ongoing project of the National Center for Education Statistics. The NHES uses random digit dial sampling and computer-assisted telephone interviewing to conduct studies on important education issues. This disc contains six NHES components. These are: (1) the 1991 Adult Education Survey, which focuses on participation in a broad range of adult education activities by people aged 16 years and older; (2) 1991 Early Childhood Education Survey, which focuses on child care, early childhood education programs, early school experiences, and home activities of children aged 3 to 8; (3) 1993 School Readiness Survey, which focuses on the characteristics and experiences of children age 3 through age 7, or second grade; (4) 1993 School Safety and Discipline Survey, which focuses on school environment, discipline, and safety through a Parent File that focuses on grades 3 through 12 and a Youth File that represents grades 6 through 12; (5) 1995 Adult Education Survey, which repeats the NHES:91 topic; and (6) 1995 Early Childhood Program Participation Survey, which represents children from birth through age 10 in third grade or below. Installation directions and the electronic codebook are included. TYPE OF SURVEY:

NOTE- 367p.; Foreword by Richard Majors and epilogue by Bernard E. Bruce.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Blacks; *Coping; Disadvantaged Youth; High Risk Students; *Individual Development; Intervention; Low Income Groups; *Males; Personality Traits; Poverty; Research Methodology; *Urban Youth; *Young Adults
IDENTIFIERS- *Identity Formation; Massachusetts (Boston)

The stories of five young black men growing up in the Roxbury area of Boston (Massachusetts) in the late 1960s and early 1970s illustrate the difficulties and coping required to reach adulthood in the city. The young men were part of the Pathways to Identity project of Harvard University, a longitudinal study that has, since 1966, interviewed 61 young men in the city. A portrait is drawn of each of the five adolescents and their lives. Although they grew up in similar urban circumstances, they became very different individuals with differing coping styles. Chapters are titled: (1) "Strategic Styles: Individual Responses to Social Reality"; (2) "The Conformist: Keith Sutton"; (3) "The Retreater: Ernie Hayes"; (4) "The Tough Guy: Leroy Duncan"; (5) "The Actor: Dave Cooper"; (6) "The Cool Guy: Hank Nelson"; (7) "Toward Manhood: Growth and Change in Styles over Time"; and (8) "Fostering Nondeviant Styles against the Odds: Toward a Model of Intervention Strategies." Chapter 8 is new to this edition, and discusses intervention strategies. The epilogue discusses what has happened to three of the subjects since the study; two could not be located. Appendixes present the individual and focal group interview schedules and discussion of strategic styles versus selected variables. (Contains multiple references.) (SLD)

ED 402 375 UD 031 391

Lobb, Nancy
16 Extraordinary Asian Americans. Student Book.
PUB DATE- 96
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Achievement; Artists; *Asian Americans; Athletes; *Authors; Biographies; Childrens Literature; Cultural Awareness; *Cultural Background; Multicultural Education; Physicians; *Scientists; United States History

Asian Americans have made many contributions to American life. The 1990 U.S. Census showed that Asian Americans represented about 3% of the total U.S. population. This textbook presents the stories of 16 Asian Americans and their significant accomplishments. Brief biographies are presented of: (1) Daniel K. Inouye, U.S. Senator from Hawaii; (2) Maxine Hong Kingston, author of novels about Chinese Americans; (3) I. M. Pei, world famous architect; (4) Maya Lin, sculptor and designer of the Vietnam Memorial; (5) An Wang, scientist, inventor, and founder of Wang Laboratories; (6) Haing Ngor, Cambodian physician who became an actor in the United States; (7) Seiji Ozawa, symphony conductor; (8) Kristi Yamaguchi, figure skater; (9) Noriyuki "Pat" Morita, actor; (10) Yo-Yo Ma, cellist; (11) David Ho, medical researcher fighting AIDS; (12) Wendy Lee Gramm, economist; (13) Ellison Onizuka, astronaut who died in the Challenger explosion; (14) Carlos Bulosan, poet; (15) Jose

ED 402 395 UD 031 418

Smith, Stephen Samuel
Black Political Marginalization? Regime Change and School Reform in Charlotte, NC.
PUB DATE- Sep 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Busing; Educational Change; Educational Finance; *Educational Policy; Magnet Schools; Policy Formation; *Political Attitudes; *School Resegregation; Urban Areas; *Urban Schools; Voting
IDENTIFIERS- African Americans; *Charlotte Mecklenburg Public Schools NC; *Marginality; Reform Efforts

This paper builds on previous research by exploring how the combination of white in-migration and recent school reform has affected the relationship between the formation, adoption, and implementation of educational policy in the Charlotte-Mecklenburg school district (North Carolina) and the district's African American citizens. The unexpected defeat of a school bond package in 1995 called attention to the need to understand the political and social climates affecting public attitudes toward education. A look at the school district's history and at the voting patterns in school bond referenda in the last 10 years shows that at the same time as there is evidence of a drift toward resegregation in the school district, concern with that topic has moved out of the public debate. In addition, since the initiation of the district's magnet plan and school reform agenda, there has been a sharp decline in the percentage of blacks who vote in favor of school bonds. The city's "growth machine" and, to some extent, the energy of civic leaders have become focused on other issues. There is reason to fear that the Charlotte-Mecklenburg district may become resegregated, and that change may go largely unmarked in public discourse. (Contains 2 tables, 3 figures, and 45 references.) (SLD)

ED 402 396 UD 031 419

Smith, Stephen Samuel
Boom for Whom? Desegregation, Redistribution, and Development in Charlotte, North Carolina.
PUB DATE- Sep 96
NOTE- 47p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, CA, August 29-September 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Busing; Economic Factors; Educational Change; *Educational Policy; Elementary Secondary Education; Partnerships in Education; Policy Formation; *Political Attitudes; Public Schools; Resource Allocation; School Desegregation; *School Resegregation; Urban Schools
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC; *Redistributive Programs

The economic consequences and political context of the busing plan of the Charlotte-Mecklenburg school district (North Carolina) are explored. From an economic standpoint, busing did

to Education; *Career Choice; Expectation; *Females; Higher Education; High Schools; High School Students; Mathematics; *Science Careers; *Sex Differences; Stereotypes; Student Attitudes; *Student Interests; *Talent
IDENTIFIERS- High School and Beyond (NCES); Longitudinal Study of American Youth; National Education Longitudinal Study 1988

The research reported followed groups of young women from large national samples to begin to understand the complexities that explain the loss of scientifically talented young women from the sciences. The study explores women's experiences in diverse areas of science and presents a picture of the successful woman scientist. Data sets used are the High School and Beyond survey, a longitudinal study of approximately 58,000 high school students, the National Educational Longitudinal Study of 26,200 eight graders, and the Longitudinal Study of American Youth, a study involving 52 high schools and 52 middle schools. Four aspects of experience in mathematics and science are explored: (1) achievement; (2) access; (3) attitudes; and (4) activities. Four sets of causal factors (gender, family resources, school resources, and individual resources) are also considered. Overall, research indicates that gender is an important factor in creating lost talent. Young talented women are more likely to leave the sciences than are young men because of structural barriers and selection processes. Chapters consider science experiences in school and outside, resources, gender and resources, survivors in the sciences, and conclusions about science persistence. An appendix describes measures used and the analysis design. (Contains 22 tables, 4 appendix tables, 20 figures, and 180 references.) (SLD)

ED 402 415 UD 031 439

Haslip-Viera, Gabriel, Ed.; Baver, Sherrie L., Ed.
Latinos in New York: Communities in Transition.
PUB DATE- Mar 96
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Characteristics; *Cultural Traits; Ethnic Groups; *Hispanic Americans; *Immigrants; Inner City; Political Attitudes; Public Policy; Puerto Ricans; *Urban Problems
IDENTIFIERS- *Latinos; *New York (New York)

The essays in this collection are an analysis of the past and present conditions of Latinos in metropolitan New York. The focus is on Puerto Ricans, but there are explorations of the status of other Latino groups in the city. The book contains sections on historical and sociological perspectives and policy issues. Contributions are: (1) "The Evolution of the Latino Community in New York City: Early Nineteenth Century to the Present" (Gabriel Haslip-Viera); (2) "Dominicans in New York: Men, Women, and Prospects" (Ramona Hernandez and Silvio Torres-Saillant); (3) "Mexicans in New York: Memberships and Incorporation in a New Immigrant Community" (Robert C. Smith); (4) "Racial Themes in the Literature: Puerto Ricans and Other Latinos" (Clara E. Rodriguez); (5) "The Identity and Culture of Latino College Students" (Jose Hernandez); (6) "Aspects of the Puerto Rican Religious Experience: A Sociohistorical Overview" (Ana Maria Diaz-Stevens); (7) "Hispanics and Wage Inequality in New York City" (Edwin Melendez); (8) "Education and Community: Puerto Ricans and Other Latinos in the Schools and Universities" (Jesse M. Vasquez); (9) "Puerto Rican Politics in New York: Beyond 'Secondhand' Theory" (Jose R. Sanchez); (10)

ED 402 316 TM 025 808

Scheurman, Geoffrey
Constructivist Strategies for Teaching Educational Psychology.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Critical Thinking; *Educational Psychology; Higher Education; *Individual Development; Models; Motivation; *Teaching Methods; *Theory Practice Relationship; Undergraduate Students; Young Adults
IDENTIFIERS- *Reflective Judgment

The conceptual connections between aspects of critical thinking described by the Reflective Judgment Model, a theory of adult intellectual development, and a larger set of psychological principles derived from constructivist theories of learning are highlighted. In spite of parallels between these conceptual schemes, as well as the practical implications each has for secondary and higher education, there is still a dearth of literature dealing specifically with how to translate such theories into sound teaching strategies involving young adults. This limitation is addressed by describing introductory activities for units in human development and motivation in an undergraduate educational psychology course. The activities are evaluated using criteria associated with constructivist learning theory in general and with the Reflective Judgment Model in particular. Finally, it is argued that elements of the activities are generalizable to other levels, such as high school and graduate school, to other courses in teacher education, and to other domains of knowledge such as the humanities and physical sciences. Four appendixes present materials used as topics in the classes. (Contains 1 table and 27 references.) (Author/SLD)

ED 402 317 TM 025 809

Green, John C.; And Others
Newton and Learner Profile Issues: A First-Year Formative Evaluation of a District-Wide Experiment.
PUB DATE- 9 Nov 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (St. Petersburg, FL, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Data Collection; Educational Technology; Formative Evaluation; *Performance Based Assessment; *Program Implementation; School Districts; Technological Advancement; *Training
IDENTIFIERS- Apple Microcomputers; Digital Technology; Learner Profile Software; Leon County School District FL; *Newton Personal Digital Assistant

In order to increase the efficiency and quality of performance assessment, the Leon County (Florida) Schools implemented a program in which teachers used the Apple Newton personal digital assistant and newly developed "Learner Profile"

An evaluation was conducted to examine the structure and design of the Continuous Progress Report (CPR), an observation scale used to measure students' early developmental skills in the District of Columbia public schools. Item construction and the relative consistency of measurement constructs in the CPR were the specific focus of the evaluation. Content, criterion-related, discriminant, and construct validities were examined, and a measure of internal reliability was obtained to reinforce findings of construct validity. One kindergarten and one first grade class were selected from each of the seven sites participating in the school system's Early Childhood Demonstration Project. These 14 classes served 193 students. The CPR contains five assessment areas: (1) personal and social development; (2) reading, writing, and language arts; (3) creative arts; (4) physical development; and (5) mathematics and science. Validity assessments resulted in a recommendation that the use of the CPR be continued for all students participating in continuous progress/nonretention models in the early learning years, with refinement of the components for physical development, social and cultural understanding, and grade/placement level. Teacher training should place more emphasis on communication with parents, timeliness and quality of interventions, and student self-perceptions. External measures of interrater reliability and concurrent validity should be developed. Appendixes present report evaluation data, samples of the CPR for several years, and a glossary of terms. (Contains 10 tables, 7 appendix tables, and 16 references.) (SLD)

ED 402 336 TM 025 915

DuBois, David A.; And Others
A Cognitively-Oriented Approach to Task Analysis and Test Development.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 31 Dec 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; *Job Analysis; *Personnel Evaluation; Protocol Analysis; *Task Analysis; *Test Construction; Test Items; Test Validity
IDENTIFIERS- *Expertise

Clear descriptions of job expertise are required to support applications and improvements in personnel training and job performance. This report describes a practical approach to task analysis that integrates the issues, content, and methods of cognitive science and personnel psychology. Cognitively oriented task analysis employs a breadth, then depth, strategy for identifying job expertise. Starting with a task-by-knowledge framework, job expertise is successively elaborated using interviews, expert ratings, and protocol analyses. The application of task analysis results to the development of written performance measures is described to illustrate the contributions of this approach to measurement validity. Task analysis results show that much of what has been missing in using existing task analysis methods is the mental aspects of performance related to interactions among task dimensions, task characteristics, and contexts. Two appendixes provide an example of knowledge elicitation and representation and item writing guidelines for performance measures. (Contains 2 figures, 17 tables, 16 references, 1 appendix table, 5 appendix figures, and 19 appendix references.) (Author/SLD)

Sample Survey; Followup Survey. POPULATION: Parents; Students. SAMPLE: Parents; Students. RESPONDENTS: Parents; Students. FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1991. YEAR OF LATEST DATA: 1995. (SLD)

ED 402 356 TM 026 242

Campbell, Jay R.; And Others
NAEP 1994 Trends in Academic Progress. Report in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Educational Trends; Elementary School Students; Elementary Secondary Education; Ethnic Groups; *Mathematics; National Surveys; Racial Differences; *Reading; Research Methodology; *Sciences; Secondary School Students; Statistical Analysis; Tables (Data); Test Results; Trend Analysis; *Writing (Composition)
IDENTIFIERS- *National Assessment of Educational Progress

Measuring student progress toward higher achievement has been the purpose of the National Assessment of Educational Progress (NAEP) since its inception in 1969. Students in both public and nonpublic schools have been assessed in various subject areas on a regular basis. This report presents results of the 1994 NAEP trend assessments in science, mathematics, reading, and writing. To provide a numeric summary of students' performance on the assessment questions and tasks, the NAEP uses a 0-to-500 scale for each subject area. Nationally representative samples of approximately 31,000 students were involved in the NAEP 1994 trend assessments. Trend assessment results are included for each area, going back to: 1969-70 in science; 1973 in mathematics; 1971 in reading; and 1984 in writing. Trends are discussed for students at ages 9, 13, and 17 for science, mathematics, and reading, and for students in grades 4, 8, and 11 for writing. Trends in performance differences among ethnic and racial groups are also discussed. Tests of linear and quadratic trends were supplemented by a second set of statistical tests that compared results for selected pairs of assessment years within each trend sequence. In general, trends in science and mathematics show early declines or relative stability, followed by improved performance, but reading and writing results show few indications of positive trends. (Contains 4 figures and 10 tables.) (SLD)

ED 402 357 TM 026 243

Scheuren, Fritz; And Others
An Exploratory Analysis of Response Rates in the 1990-91 Schools and Staffing Survey (SASS).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Elementary Secondary Education;

Aruego, illustrator of children's books; and (16) Dustin Nguyen, actor. Each biographical sketch is followed by questions to enhance learning. Answers to these questions and additional activities are presented. (Contains 68 references.) (SLD)

ED 402 376　　　　UD 031 392

Farkas, Steve; Johnson, Jean
Given the Circumstances. Teachers Talk about Public Education Today.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Discipline; Educational Change; *Elementary School Teachers; Elementary Secondary Education; Hispanic Americans; *Minority Group Teachers; National Surveys; Public Education; Public Schools; *Secondary School Teachers; *Teacher Attitudes; *Values Education

This report is an attempt by Public Agenda to capture the voices of teachers across the United States and to spell out their concerns and learn more about their perspectives on educational reform. It is based primarily on two national telephone surveys of teachers, one of 237 teachers and a second survey of 800 teachers of grades 4 through 12. Oversampling of Black and Hispanic teachers occurred to determine minority teachers' perspectives. Results are compared to those from a previous, and similar, survey of the general public. Unlike most other Americans, teachers gave high ratings to local public schools, even though they said that the schools need more money, smaller classes, and more discipline and order. Teachers and the public agree that the lack of order is a major problem, and they support efforts to improve school safety. Teachers and the public tend to agree on what students should learn, and they generally agree on the values that should be taught. Minority teachers are less likely to think that the schools are doing a good job, but they see many issues in the same light as other teachers. An attachment discusses survey methodology. (Contains 7 tables and lists 13 references.) (SLD)

ED 402 377　　　　UD 031 394

Hornor, Louise L., Ed.
Hispanic Americans: A Statistical Sourcebook. 1996 Edition.
PUB DATE- 96
NOTE- 254p.; Sixth Edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Crime; *Demography; *Educational Attainment; Elementary Secondary Education; *Employment Patterns; Ethnic Groups; *Family Characteristics; Higher Education; *Hispanic Americans; Income; *Population Trends; Poverty; Tables (Data)
IDENTIFIERS- Sourcebooks

This sourcebook is the third in a series of statistical sourcebooks covering significant topics in American life. The book attempts to provide, in one reference source, extensive material about the Hispanic population of the United States. The collection of tables displays information on a wide range of topics. With only a few exceptions, each table presents information about the Hispanic population, the White more to help Charlotte's business elite catch up with Atlanta's business elite than to help Charlotte's blacks catch up with Charlotte's whites. The developmental consequence of busing, in other words, were greater than the redistributive ones. The busing plan was intimately related to an urban regime, the origins of which data from the 1961 defeat of the last Charlotte mayoral candidate to carry both white working class and black precincts. In keeping with these origins, the regime was characterized by a coalition between Charlotte's business elite and an ascendant leadership within the black community that simultaneously pursued this coalition and minimized the importance of possible alliances between blacks and working class whites. The extent to which that strategy explains the busing plan's comparatively small redistributive consequences cannot, however, be ascertained with existing data. Research questions for obtaining such data are discussed, as is the applicability of Peterson's typology (P. E. Peterson, 1981) of urban policies to Charlotte-Mecklenburg's busing plan. (Contains 4 figures, 3 tables, and 64 references.) (Author/SLD)

ED 402 397 UD 031 421

Steele, Lauri; Eaton, Marian
Reducing, Eliminating, and Preventing Minority Isolation in American Schools: The Impact of the Magnet Schools Assistance Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Desegregation Effects; Desegregation Litigation; Elementary Secundary Education; *Federal Programs; *Financial Support; Government Role; *Magnet Schools; *Minority Groups; Program Evaluation; Racial Composition; *School Desegregation; School Districts; *Urban Schools

The Magnet Schools Assistance Program (MSAP) was begun in 1984 to provide Federal support for magnet schools that are part of an approved voluntary or court-ordered desegregation plan. This report examines the impact of federally supported magnet schools on school desegregation, focusing specifically on schools supported through the MSAP in fiscal years 1989 and 1991. The study examines school districts receiving MSAP grants in these two 2-year funding cycles using data obtained from grantee program performance reports and from the U.S. Department of Education Common Core of Data Nonfiscal Survey files. MSAP funds were typically used to foster desegregation in schools with high proportions of minority students and in districts with increasing minority enrollments. However, desegregation objectives that were consistent with the statutory goals of reducing, eliminating, or preventing minority isolation could only be determined for three-fifths of schools targeted for desegregation impact. About half the schools targeted for desegregation impact were able to meet their objectives within the grant period. Success in meeting desegregation objectives was strongly associated with the demographic conditions surrounding the targeted school. Overall success was highest at the end of the grant period, and declined somewhat after the MSAP grant ended. There were modest improvements in racial balance in targeted schools, but the number of targeted schools that were minority isolated increased slightly during the grant periods. Overall, school

"New York's Latinos and the 1986 Immigration Act: The IRCA Experience and Future Trends" (Sherrie L. Baver); and (11) "Puerto Rican and Latino Culture at the Crossroads" (Juan Flores). Each chapter contains references. (Contains 23 tables and 4 figures.) (SLD)

ED 402 416   UD 031 440

Cogan, John J.; And Others
Three Ethnic Specific Schools in the Twin Cities: Making Desegregation a Choice?
PUB DATE- Jun 94
NOTE- 9p.; Published by the Center for Urban and Regional Affairs (CURA), University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; *Black Students; Community Involvement; *Cultural Awareness; Elementary Secondary Education; Ethnic Groups; Magnet Schools; Minority Groups; Multicultural Education; Parent Attitudes; Program Development; *School Choice; Self Concept; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Ethnic Schools; Minneapolis Public Schools MN; Saint Paul Public Schools MN

This report is the result of a 2-year study of three ethnic specific schools in Minneapolis and St. Paul (Minnesota). Key informants and public policy makers were interviewed during the first year of the study. In the second year, the parents and teachers at the three schools were both surveyed and interviewed. In all three schools, a sense of accomplishment and anticipation of continued progress characterized the end of the first 2 years. In each case, establishment of the school was a product of community politics. The sense of community, the conscious incorporation of the community's values, and the conceptualization of school and community as synonymous are important aspects of all three schools. Information gathered in the study provides no evidence to categorically support or refute criticisms that ethnic specific programs are incompatible with multiculturalism. The future of ethnic specific schooling raises provocative social, ethical, and political questions facing American education in the late twentieth century. (SLD) software program during 1994-95, in order to take observational and performance-based assessments in the classroom. The hand-held Newton and the software were disseminated to more than 800 teachers and training was provided. The first year formative evaluation focused on distribution/configuration, set-up, training, early use, teachers' feelings about the program, and schools' future plans for using Newtons and Learner Profile. Evaluation results indicated that first year implementation required much training and technical support as well as much teacher practice time. Only one-third of participating schools reported that 10% or more of their teachers engaged in regular use of the Newtons. Although overall first-year use was small, a significant number of pioneer schools and teachers who used the Newtons may serve to enhance future use. Lessons learned included the knowledge that: (1) training should be supplemented by much individual practice time; (2) a systematic support system should be established in the school; and (3) the program should begin with a small, solid base on which to build. An appendix contains the school distribution list. (Author/SLD)

ED 402 318   TM 025 810

Boser, Judith A.; And Others
Reviewing the Research on Mail Survey Response Rates: Alternate Approaches (Symposium).
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For related papers, see TM 025 810-812.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Databases; Effect Size; *Mail Surveys; *Meta Analysis; *Research Methodology; *Response Rates (Questionnaires); Responses; Sample Size; *Sampling
IDENTIFIERS- *Descriptive Research

The research on response facilitation factors in mail surveys is reviewed, and background is developed to enable the comparison of results obtained by two analytic approaches, a descriptive analysis and a meta-analysis, using the same set of studies. Specific criteria for sample and methodology were applied to studies extracted from four CD-ROM databases using search terms for mail survey combined with response rate. Multiple publications of the same study were deleted. The final listing of articles to be used in the reviews contained a total of 208 publications. After final agreement was reached on the studies that were to be included, the two reviews were conducted independently. A list of the 208 sources of studies is included. (Contains 11 references.) (SLD)

ED 402 319   TM 025 811

Green, Kathy E.; Hutchinson, Susan R.
Reviewing the Research on Mail Survey Response Rates: Meta-Analysis.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For related papers, see TM 025 810-812.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

ED 402 337 TM 025 916

Haggerty, Catherine; And Others
National Education Longitudinal Study (NELS:88/94) Methodology Report. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; Followup Studies; Grade 8; *Longitudinal Studies; National Surveys; Postsecondary Education; *Research Methodology; Secondary Education; *Secondary School Students; *Statistical Analysis; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

This report describes the methods and procedures used for the 1994 third followup of the National Education Longitudinal Study of 1988 eighth graders (NELS:88/94). NELS:88/94 collected information on postsecondary education participation, employment, earnings, family formation, and other activities and experiences relevant to individuals as they are about to enter their adult lives. NELS:88/94 contains information on several nationally representative samples, including 1988 eighth graders, 1990 tenth graders, and 1992 twelfth graders enrolled in public or private schools. Information is presented about survey design and preparation, data collection, data production statistics, quality assurance, and statistical quality control. Weights, standard errors, design effects, nonresponse rates, data quality, and composite variables are also discussed. Three appendixes present the code for the survey instrument and the agendas for interviewer and locator training sessions. (Contains 6 exhibits and 47 tables.) (SLD)

ED 402 338 TM 025 921

Cashin, William E.
Student Ratings of Teaching: The Research Revisited. IDEA Paper No. 32.
PUB DATE- Sep 95
NOTE- 10p.; Update of "Student Ratings of Teaching: A Summary of the Research. IDEA Paper No. 20," see ED 302 567.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; *Data Collection; *Evaluation Methods; Higher Education; Literature Reviews; Reliability; Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Validity

This paper attempts to summarize the conclusions of the major reviews of the literature on student ratings of teaching. It is an update of a paper by the same name published as IDEA Paper No. 20 from the Center for Faculty Evaluation and Development in 1988. Viewing student ratings as data rather than evaluations may help to put them in proper perspective. Studies have considered the multidimensionality of student ratings and their reliability and validity. They have been compared to student learning outcomes, the self-ratings of the instructor, and the ratings of others, and possible sources of bias have been studied. There are probably more studies of student ratings than of all the other data used to evaluate college

Evaluation Methods; *Multivariate Analysis; Research Methodology; *Response Rates (Questionnaires); *Sampling; School Districts; *School Personnel; Statistical Bias; Tables (Data); *Teachers
IDENTIFIERS- *Exploratory Data Analysis; *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) is a periodic, integrated system of sample surveys on elementary and secondary schools in the United States that collects information on school and district administrators and teachers in public and private schools. This technical report is one in a series of methodological studies relating to the SASS of the National Center for Education Statistics. The report examines nonresponse, not as an indicator of survey data quality, but for the purpose of understanding potential biases in response data with an eye toward changing survey operations in the future. The analysis is exploratory in that it refers to the multivariate analysis of nonresponse. The four main goals of the report are: (1) summarizing known technical and evaluative information about response rates in the 1990-91 SASS round; (2) exploring the differences between respondents and nonrespondents through intensive study of the data; (3) identifying gaps in knowledge about nonresponse; and (4) suggesting priorities for future SASS research. Results indicate that the operation of the SASS is of the highest caliber, but that it can be improved in some ways. Notable among these is the suggestion that the SASS begin a methods test program to keep abreast of the changing nature of school reporting issues. Appendixes present a modeling example and basic response rate tabulations by SASS component. (Contains 87 tables, 7 appendix tables, 31 figures, and 79 references.) (SLD)

ED 402 358 TM 026 244

Gruber, Kerry J.; And Others
Schools and Staffing Survey, 1993-94: Data File User's Manual. Volume 1: Survey Documentation.
PUB DATE- Oct 96
NOTE- 894p.; For a related document, see ED 401 342.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Databases; *Data Collection; *Elementary Secondary Education; Estimation (Mathematics); Followup Studies; Institutional Characteristics; Media Specialists; National Surveys; Principals; Research Design; School Libraries; *School Personnel; *Statistical Analysis; *Student Characteristics; Tables (Data); Teacher Characteristics; *Teachers; Teacher Supply and Demand; User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES); Variance (Statistical); Weighting (Statistical)

The volumes in this User Manual document the data collection of the 1993-94 Schools and Staffing Survey (SASS). Researchers who are ready to access the data file may go directly to the codebooks for each survey (Volumes II and III for the Restricted-Use and Public-Use versions respectively). This manual focuses on survey documentation, describing SASS components and data collection and analysis. The overall objective of the SASS is to collect the information necessary for a complete picture of American elementary and secondary education. The data collected permit detailed analyses of the population, and a total for Americans of all races and ethnic groups. This provides a context for the interpretation of the data about Hispanic Americans. Tables are grouped into the following categories: (1) demographics; (2) social characteristics; (3) household and family characteristics; (4) education from preprimary to high school years; (5) education in postsecondary school and educational attainment; (6) government and elections; (7) the labor force, employment, and unemployment; (8) earnings, income, poverty, and wealth; (9) crime and corrections; and (10) special topics. (Contains 146 tables.) (SLD)

ED 402 378 UD 031 396

Harris, Irving B.
Children in Jeopardy. Can We Break the Cycle of Poverty?
PUB DATE- 96
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *At Risk Persons; Attitude Change; Behavior Problems; Child Development; *Children; *Early Intervention; *Early Parenthood; Females; Low Income Groups; *Mothers; One Parent Family; *Poverty; Prevention; Youth Programs

The consequences of poverty are enormous, and they begin with the birth of children to unprepared mothers. High risk leads to more high risk, and the cycle of poverty continues. Trying to change the attitudes or behaviors of adolescents is difficult. Successful interventions must begin before the birth of the child, concentrating on teenage girls and early development, from conception to age three. Poor public education, the roots of violence and crime, and high socioeconomic costs flow from the failure to acknowledge the importance of early childhood development. Widespread intervention is not enough. Although interventions may have some success at any point in the cycle of poverty, the place to intervene to break the cycle is at conception. These issues are developed in the following chapters: (1) "Raised in Jeopardy"; (2) "Successful Intervention and Its Limits"; (3) "Primary Prevention and the Right To Life"; (4) "The Cost of Failure"; (5) "The Abortion Question"; (6) "The Cycle of Poverty and Violence: A Reassessment"; (7) "Trends in Education, Poverty, Violence, and Punishment"; and (8) "Breaking the Cycle: A New War on Poverty." Two appendixes list agencies working for families and children and describe the Ounce of Prevention Center for Successful Child Development Health Services, a model program. (Contains 10 figures, 7 tables, and 62 references.) (SLD)

ED 402 379 UD 031 397

Jay, Timothy
What To Do When Your Students Talk Dirty.
PUB DATE- 96
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Patterns; Intermediate Grades; Junior High Schools; *Language Usage; *Middle Schools; *Obscenity; *Student

success in reducing or preventing minority isolation was rather modest for the two grantee cohorts. Appendixes discuss technical issues in data and coding and present supplementary analyses. (Contains 22 tables, 7 appendix tables, and 2 references.) (SLD)

ED 402 398   UD 031 422

Schwartz, Wendy
Immigrants and Their Educational Attainment: Some Facts and Findings. ERIC Digest, Number 116.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Adults; College Bound Students; Dropouts; *Educational Attainment; Educational Experience; Elementary Secondary Education; Enrollment; Ethnic Groups; *Immigrants; Immigration; Low Income Groups; *Minority Groups; Urban Schools
IDENTIFIERS- ERIC Digests

This digest reviews reports about the educational experience and expectations of recent immigrants to the United States to dispel some myths about the impact of immigrants on American society and to provide information to consider in attempts to increase the educational attainment of immigrants. In general, immigrant youth and parents have higher educational aspirations than do natives of the same racial or ethnic groups. About 5% of all students in 1990 were immigrants, and they were enrolled in school at about the same rates as the native born population. Immigrant youths are more likely to live in low-income homes and have parents with lower education, but they are as likely as natives to graduate from high school within 4 years of their sophomore year. Immigrant youths are more likely to plan to go to college, follow an academic track, and are more likely to enroll in postsecondary education. Adult immigrants are most likely to come to urban areas, and they earn about 8% of the nation's total income, an amount that equals the immigrant share of the total population. Annually, immigrants pay more in taxes than they receive in benefits such as education and public assistance. Immigrants cannot enter the United States legally without proving that they are self-sufficient and unlikely to need public assistance. (SLD)

ED 402 399   UD 031 423

Rivera-Batiz, Francisco
The Education of Immigrant Children in New York City. ERIC Digest, Number 117.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 3p.; Based on research for the project "A New Immigrant Policy for a New New York," sponsored by the International Center for Migration, Ethnicity, and Citizenship of the New School for Social Research, New York City, NY.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Effect Size; Followup Studies; *Incentives; *Mail Surveys; *Meta Analysis; Research Methodology; *Response Rates (Questionnaires); Responses
IDENTIFIERS- Descriptive Research

Meta-analysis, a way of cumulating the results of research studies, focuses on the magnitudes of effect sizes and seeks to explain effects through study characteristics. This meta-analysis used the methods developed by G. V. Glass to summarize the research on mail survey response rate manipulations. A narrative review using the same studies set the stage for this review and a related review using descriptive methods. Results will demonstrate the similarities and differences one may see in analyzing the same data in different ways, as well as indicating the effectiveness of treatments meant to enhance mail survey response rates. Studies were coded and repeated measure main effects were summarized, as were absolute mean differences between the two levels of the variables and the 95% absolute confidence intervals for the absolute differences. Results were clearcut in that treatments were either strong or far from significant. Primary findings suggest that class of postage, incentives (especially when enclosed), followup, precontact, personalization of the cover letter, personalization of postage, and sponsorship to be effective methods of inducing responses to mail surveys. Questionnaire length also has an effect on response rate. Found to be ineffective were use of anonymity, color, cover letter appeals, deadlines, personalization of labels, and the status of the sender. Appendixes give category codings and correlations among dependent variables. (Contains 10 tables and 19 references.) (SLD)

ED 402 320 TM 025 812

Boser, Judith A.; Clark, Sheldon B.
Reviewing the Research on Mail Survey Response Rates: Descriptive Study.
PUB DATE- Apr 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For related papers, see TM 025 810-812.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Followup Studies; *Incentives; *Mail Surveys; Meta Analysis; *Research Methodology; *Response Rates (Questionnaires); Responses
IDENTIFIERS- *Descriptive Research

One approach to examining the findings of multiple studies is descriptive. This descriptive review of the research on increasing the response rates to mail surveys is based on studies also subjected to a meta-analysis. An initial narrative review identified the studies to be used in both analyses, and results will allow the possibility of comparing results from different research approaches. Independent variables were listed for each study, and the studies were classified and grouped into tables. Review of these tables indicated that some variables produced consistent results, others, mixed results, and others were not extensively studied. Incentives enhanced response rates, but the necessary amount and type were not determined. Enclosed incentives were preferable to those only promised or offered. Advance and followup contacts increased response rates, and university and familiar sponsors tended to teaching combined, and there are certainly enough studies to allow some conclusions. In general, student ratings tend to be statistically reliable, valid, and relatively free from bias and need for control. Nevertheless, they are only one source of data about teaching and must be used with multiple sources of data to make judgments about all the components of teaching. (Contains 67 references.) (SLD)

ED 402 339 TM 025 924

Scheuneman, Janice Dowd; And Others
An Investigation of the Difficulty of Computer-Based Case Simulations.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Computer Simulation; Computer Software; *Difficulty Level; Medical Education; *Medical Students; *Prediction; Regression (Statistics); *Test Construction
IDENTIFIERS- *Case Method (Teaching Technique)

This study investigated the characteristics of Computer-based Case Simulations (CCS) that may be associated with case difficulty. Difficulty was defined as the average rating by physicians of examinee performance on a nine-point scale or the passing rate on the cases. Two data sets were used, one from an administration of 18 cases to 201 medical students, and the other from an administration of 22 cases to 117 students, with 13 cases being used on both occasions. Stepwise regression procedures were used separately for case properties and for analytic scoring key variables to identify the best predictors of case difficulty. Because of the small number of cases, regression results were evaluated for consistency across both data sets and both difficulty measures. For key variables, the best set of predictors included the number of different serious errors of commission, risk actions, and beneficial actions. In general, cases were more difficult for higher values of these variables. For case variables, the only consistent variable was the length of the paragraph that provided patient history, with longer paragraphs associated with more difficult cases. Other variables were less consistent, but were often related to the structure of the simulation or the severity of the patient condition. Although the findings for case variables were limited, the analyses were very helpful in illuminating the interconnections among the variables within cases. (Contains 7 tables and 15 references.) (Author/SLD)

ED 402 340 TM 025 927

Sheehan, Janet K.; Han, Tianqi
How Do Extreme Schools Change the Interpretation of Results in School Effectiveness Research? Effects of Outlying Second-Level Variables in HLM.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

characteristics of schools, principals, teachers, and students, and the linkage of SASS components enables researchers to examine relationships among these elements of education. The 1993-94 SASS contained seven surveys consisting of a teacher supply and demand questionnaire, questionnaires about principals, schools, teachers, students, library and media centers, and media specialists and librarians. The eighth component was the teacher followup survey. This report explores survey design and implementation, data collection (including sampling), edit procedures, data imputation procedures, weighting, and aspects of data analysis including variance estimation and reinterview methodology. Seven appendixes to this volume present supplemental details about survey methodology. (Contains 56 tables, 124 appendix tables, and 70 figures.) (SLD)

ED 402 359   UD 031 357

School Choice in Massachusetts. Why Parents Choose Choice.
PUB DATE- Apr 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Quality; Elementary Secondary Education; *Free Choice Transfer Programs; Parent Attitudes; *Parents; Program Evaluation; *School Choice; School Districts; School Safety; *State Programs; Surveys; Transportation; *Urban Schools
IDENTIFIERS- *Massachusetts

Initial studies of school choice in Massachusetts have concentrated on the mechanics of the program, but this report examines why parents choose school choice. A survey of Massachusetts families participating in school choice was completed by 826 families (return rate of 41.8%), representing 987 choice students, or about 23.5% of the estimated school choice population of Massachusetts in the 1993-94 school year. Over 42% of respondents indicated that academics were the most important reasons for choice. Just over 50% of respondents said that a lack of resources in their home districts was one of the reasons for school choice, and about 20% called that the primary reason. Only 15% of the respondents indicated that convenience was the primary reason for arranging a choice transfer. Safety was the most commonly cited nonacademic reason, and it was especially important in urban districts. Parents generally expressed a high degree of satisfaction with the new school, and approximately 71% said that they had seen improvement in their children's academic performances as a result of school choice. Transportation remained the most difficult aspect of the program for many parents in all areas. The report also gives a history of the Massachusetts choice law and a discussion of issues facing the program. Four appendixes present the questionnaire and statistics about participating districts. (Contains one map and five charts.) (SLD)

ED 402 360   UD 031 362

Safeguarding Our Future: Children & Families First. The Report of the Texas Commission on Children and Youth.
PUB DATE- Dec 94
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.

Behavior; Teaching Methods; *Verbal Abuse
IDENTIFIERS- *Offensive Speech; *Profanity

Ways to deal with profanity and inappropriate language used by students are discussed, and methods are suggested to control this behavior. The focus is on middle schools. Students should learn to conform to conventional language usage, they should understand that language can be appropriate, inappropriate, or unacceptable depending on the context. The first step toward changing student behavior is understanding it. Reasons for "dirty" talk are explored, and specific suggestions are given for dealing with inappropriate language in the classroom. The 46 chapters are grouped into the following sections: (1) "Identifying the Problem"; (2) "Identifying Your Values"; (3) "Setting Standards"; (4) "Why Students Talk Dirty and What To Do about It"; (5) "Implementing Standards To Eliminate Cursing"; and (6) "Coping with Specific Problems" (obscenity, sexual harassment, ethnic and racial slurs, profanity and blasphemy, slang, vulgar language). (SLD)

ED 402 380 UD 031 400

Kruse, Kim
The Effects of a Low Socioeconomic Environment on a Student's Academic Achievement.
PUB DATE- Aug 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Grade 6; Grade Point Average; Grades (Scholastic); Intermediate Grades; *Low Income Groups; Middle Schools; Poverty; *Socioeconomic Influences; Socioeconomic Status; Statistical Analysis
IDENTIFIERS- Middle School Students

A study was conducted to determine if students from low socioeconomic environments have lower academic achievement compared to the academic achievement of students from higher socioeconomic environments. The sample consisted of 66 6th-grade science students at Travis Middle School, Temple, Texas. The students were divided into a low-income group and a nonlow-income group. Midterm and final grade averages were determined for each group. Data were entered into a Statworks program on a Macintosh computer and t-tests produced. When the t-tests were analyzed, the significance of the relationship between academic achievement and socioeconomic environment was apparent. Results indicate that "p" was 0.011 for the midterm and 0.000 for the final semester grade. The null hypothesis was rejected on the evidence that there was a statistically significant difference between the academic achievement of students from low socioeconomic environments compared to that of students from higher socioeconomic environments. Three appendixes contain the study cover letter and questionnaire for teachers, a table of raw data, and three tables of results. (Contains two figures, two text tables, four appendix tables, and seven references.) (SLD)

ED 402 381 UD 031 401

Berg-Tilton, Mariann; And Others
Increasing Cultural Understanding between Mexican-Americans and Whites in a Multiethnic School.
PUB DATE- May 96

DESCRIPTORS- *Bilingual Education; Dropouts; Educational Policy; *Elementary School Students; Elementary Secondary Education; Enrollment; Financial Support; Government Role; *Immigrants; *Limited English Speaking; *Secondary School Students; Socioeconomic Status; Student Characteristics; *Urban Schools; Urban Youth
IDENTIFIERS- Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title VII; *New York City Board of Education

This digest presents an overview of the factors that influence the education of immigrant children in New York (New York), concentrating on students' needs, aspirations, and attainment, and the public policy directed at them. Massive numbers of immigrants have come to New York City, and it is estimated that about 320,000 immigrant children attended city schools in 1995-96. The number of limited English speaking children has risen sharply, and the lack of English language skills is a major stumbling block for many immigrant children. Low socioeconomic status is another reason many do not do well in school, since parental and financial support can be reduced. Recent immigrants are highly motivated to attend and succeed in school, but those who have been in the United States for a while tend to have higher dropout rates. Federal and state funding targeting immigrant children is limited, although immigrant children can benefit from programs under Titles VII and I of the Elementary and Secondary Education Improvement Act and its successors. New York has seven schools for immigrants, and more are planned. A shortage of qualified bilingual teachers in New York City continues to be a problem. (Contains 11 references.) (SLD)

ED 402 400 UD 031 424

Batelaan, Pieter; Coomans, Fons
The International Basis for Intercultural Education Including Anti-Racist and Human Rights Education.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Childrens Rights; *Civil Rights; *Cultural Awareness; Cultural Differences; *Educational Policy; Elementary Secondary Education; Foreign Countries; *International Education; International Law; Legal Responsibility; *Multicultural Education; Standards; Student Responsibility; Student Rights; Teacher Responsibility; Treaties
IDENTIFIERS- United Nations; *Universal Declaration of Human Rights

Many international documents, building on the philosophy and contents of the Universal Declaration of Human Rights of the United Nations, support this declaration's standards and stress teaching and education as effective ways to make these standards reality. The two papers in this document describe and analyze some international documents for their implications for intercultural education. The first paper, "The Legal Character of International Documents on Intercultural Education," by Fons Coomans describes the legal character of international documents on intercultural education and explores whether they have legal standing with governments and their value at grass-roots level for students and teachers. In general terms, these documents are not enforceable against states, but they have great value as yardsticks and guidelines. The second paper, "The Implications of International Documents on Intercultural produce better responses than marketing firms or those that did not identify sponsoring organization. The effects of personalization and questionnaire format appeared too complex to state simply, with mixed results being found for a number of survey aspects. This descriptive type of review offers insight into the true status of the research. (Contains 21 tables.) (SLD)

ED 402 321 TM 025 815

Manhart, Jim J.
Factor Analytic Methods for Determining Whether Multiple-Choice and Constructed-Response Tests Measure the Same Construct.
PUB DATE- Apr 96
NOTE- 48p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *Constructed Response; Goodness of Fit; High Schools; *High School Students; Models; *Multiple Choice Tests; *Sciences; Test Construction; *Test Items
IDENTIFIERS- *Confirmatory Factor Analysis; *Item Parcels; Test Specifications

The relationship between multiple-choice and constructed-response science tests was investigated using confirmatory factor analysis. The tests were given to 872 students in grades 9 through 12. Each test was divided into several parcels of items. The fit of a one-factor model (parcels of both tests loading on the same factor) was compared with the fit of a two-factor model (parcels of each test loading on a different factor). Inspection of chi-square data and standardized residuals led to the conclusion that the two-factor model was generally more appropriate for explaining the covariance between the parcels than the one-factor model. The conclusion about the number of factors was consistent across six methods that varied the number of parcels used and how items were assigned to the parcels. Two appendixes present the test specifications for the multiple-choice and constructed-response tests. (Contains 8 tables and 16 references.) (Author/SLD)

ED 402 322 TM 025 819

Roberts, Lily; And Others
Local Assessment Moderation in SEPUP.
SPONS. AGENCY- American Educational Research Association, Washington, D.C.; National Science Foundation, Arlington, VA.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Cooperation; *Educational Assessment; Field Tests; Intermediate Grades; Interprofessional Relationship; Junior High Schools; Middle Schools; *Professional Development; Program Implementation; Science Education; *Scoring; Student Evaluation; *Test Interpretation; Test Results

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effective Schools Research; Elementary Secondary Education; *Error of Measurement; *Estimation (Mathematics); *School Effectiveness; Simulation; *Statistical Analysis
IDENTIFIERS- Fixed Effects; *Hierarchical Linear Modeling; Multilevel Analysis; *Outliers

This study examined the robustness of the estimation of fixed-effects in multilevel analysis, as might occur in the conduct of school-effects studies with outlying schools. Outlying values for both intercepts and slopes for individual schools were modeled separately to determine the effects of extreme values of second-level variables on the fixed-effect parameter estimation. A total of seven data sets were generated for the simulation. Under the conditions investigated in this study, adding a cluster of outlying schools had little effect on the estimation of gamma 10 and gamma 11. However, the standard error of gamma 01 increased, thereby increasing the conservativeness of the test of significance of gamma 01. This occurred for clusters of outlying slopes, intercepts, or a combination of both. Introducing a single outlying school also increased the standard error of gamma 01, the effects being more dramatic when the outlier was an extreme slope. (Author/SLD)

ED 402 341 TM 025 929

Pinkham, Andrea K.; Ansley, Timothy N.
Predicting Achievement in Secondary Mathematics Courses.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; Correlation; *Elementary School Students; Grades (Scholastic); Intermediate Grades; *Mathematics Achievement; *Prediction; Regression (Statistics); Scores; Secondary Education; Secondary School Students; Student Placement; *Test Use
IDENTIFIERS- *Iowa Algebra Aptitude Test; Iowa Tests of Basic Skills

The usefulness of the Iowa Algebra Aptitude Test (IAAT) as a predictor of student achievement in secondary mathematics courses was studied. Subjects were 977 students from 7 Iowa schools in grades 6 through 9. Data collected included their IAAT scores and Iowa Tests of Basic Skills (ITBS) mathematics skills test scores, as well as data about mathematics classes taken and grades received. Using multiple regression analysis, these factors were studied as predictors of achievement. It was found that the IAAT can be an important measure to use in predicting mathematics grades. Among predictors, current mathematics grade was most highly correlated with previous mathematics grades, as expected. The ITBS was correlated only slightly higher than the IAAT with mathematics grades for all subgroups and the total, but the IAAT was preferred in a stepwise regression when both test scores and previous mathematics grades were considered. Schools with both previous grades and the IAAT available gained only a small portion of useful information from IAAT scores for placement decisions. Discriminant analysis revealed that using a combination of previous mathematics grades and IAAT scores results in the most

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Children; *Community Involvement; *Delinquency; Dropouts; Elementary Secondary Education; Financial Support; *Juvenile Justice; Needs Assessment; Partnerships in Education; *Prevention; School Readiness; Social Problems; *Social Services; Violence
IDENTIFIERS- *Reform Efforts; *Texas

Texas is in the middle of criminal justice reform and a large prison construction program, but it has become apparent that no amount of reform will make a long-term difference unless the flood of young people entering the system can be stopped. Children in Texas are in trouble, and the future demands that priorities be reexamined to address prenatal care and prematurity, family violence, and dropouts, among other societal problems. This report represents the efforts of the Texas Commission on Children and Youth to balance the needs for a greater focus on prevention, a stronger response to juvenile crime, and greater community involvement. The first chapter sets forth members' vision and guiding principles and outlines six goals for efforts to improve children's services. The second chapter considers partnerships for change. The remaining six chapters each address one of the following goals: (1) fostering stable and nurturing families; (2) promoting the health of children; (3) ensuring school readiness; (4) guaranteeing school success; (5) deterring youth from crime; and (6) ensuring serious consequences for violent and habitual juvenile offenders. The Commission has made recommendations to implement the changes required by these goals, including suggested funding. Five appendixes provide details about the goals, the service delivery mission, educational indicators, and model programs. (Contains 117 references.) (SLD)

ED 402 361 UD 031 375

Welcome to the United States. A Guidebook for Refugees. First Edition.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.
PUB DATE- 96
NOTE- 97p.; Replaces an earlier publication "A Guide to Resettlement in the United States," see ED 289 369.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; Civil Rights; Cultural Awareness; Elementary Secondary Education; Employment; Health; Housing; *Immigrants; Immigration; Language Proficiency; *Refugees; *Relocation; *Social Services

This guidebook provides refugees being resettled in the United States with general information about what they will encounter and the services they can receive in their first months in the country. Available in several languages, the book is distributed to overseas processing agencies and refugees overseas who have been approved for U.S. admission. It is also distributed to service providers. Refugees are advised that most Americans value self-reliance and individual responsibility, but that in general people respect those who ask questions about the new culture they are entering. All refugees are assigned to a relocation agency as they enter the country, and housing is made available for the first month. The following topics are addressed: (1) pre-arrival processing; (2)

NOTE- 117p.; Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Behavior Problems; *Conflict Resolution; *Cultural Awareness; Cultural Differences; *Educational Environment; Elementary Education; *Elementary School Students; Ethnic Groups; Mexican Americans; *Multicultural Education; Parent Participation; Program Implementation; Rural Schools; *Socioeconomic Influences; White Students
IDENTIFIERS- Hispanic American Students

A program was developed to create a positive school climate in a multiethnic school to reduce conflict among students. The targeted population consisted of students in kindergarten through grade six in a school in a low socioeconomic environment in a rural community in northern Illinois. The majority of the school's 309 students were White, but 29.4% were Mexican American, 0.6% were Asian, and 0.3% were African American. Problems of poor peer interaction and negative school climate were documented through a study of discipline referrals, parent, teacher, and student surveys, and teacher checklists. Review of this data about probable causes indicated that students have inadequately developed social skills, and that the amount of parental involvement, the socioeconomic status of the population, and the number of troubled families might be contributing to the problem. An underlying factor might have been the response of the school to the demographic changes that have resulted in a culturally diverse population in the area. Intervention was planned to create a positive social environment through community service projects, implement a program of social skills development through cooperative learning, and create a schoolwide program to increase unity, improve student relations, and raise multicultural awareness. After the interventions, students showed improved behavior, and appeared to have gained cultural awareness and an understanding of other ethnic traditions and values. The intervention appears to have improved the school's negative climate. Thirty-two appendixes contain the study instruments and research tools. (Contains 4 tables, 25 figures, and 41 references.) (SLD)

ED 402 382   UD 031 403

Chan, Carol
When We Talk. A Guide to Interracial Intercultural Dialogue.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; *Cultural Awareness; Cultural Differences; Decision Making; *Dialogs (Language); *Group Dynamics; *Intercultural Communication; Interpersonal Relationship; *Racial Relations; Self Evaluation (Individuals)
IDENTIFIERS- *Conversation; Facilitators

This book is designed to help the person invited to, or expected to attend, a dialogue group on intercultural or interracial relations. It helps the participant be comfortable in such discussions and derive personal benefit from them. While "dialogue" simply means talking together, an organized dialogue

Education," by Pieter Batelaan, discusses obligations and rights of educational authorities under these documents and reviews the responsibilities of schools and teachers. An appendix lists the documents reviewed, describing them as: (1) treaties, conventions, and covenants; (2) declarations, recommendations, and resolutions; and (3) documents on security and cooperation in Europe. (SLD)

ED 402 401 UD 031 425

LeBoeuf, Donni
Curfew: An Answer to Juvenile Delinquency and Victimization? Juvenile Justice Bulletin.
PUB DATE- Apr 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Civil Rights; Constitutional Law; *Delinquency; Law Enforcement; *Legislation; Models; *Prevention; Program Development; Trend Analysis; *Urban Areas; Urban Problems; *Victims of Crime
IDENTIFIERS- *Curfews

Many jurisdictions have implemented curfews in reaction to increased juvenile delinquency and other social trends. This bulletin explores developments in curfew ordinances, legal issues related to curfews, how community based jurisdictions have responded to these issues, and the elements of sound curfew programs as illustrated in seven jurisdictions. Of 200 large cities (population of 100,000 or greater in 1992), 47% had curfews in effect on January 1, 1990, and 53 additional cities implemented curfews between 1990 and spring 1995. In that same time, 37 of the 93 cities with an existing curfew ordinance revised their existing curfew ordinances. To pass constitutional scrutiny, curfew provisions must demonstrate a compelling state interest and ensure that the curfew restrictions are tailored to the law's objective. The seven cities whose curfew provisions are discussed enacted their ordinances pursuant to specific authorizing state legislation. Each of these jurisdictions collected data on juvenile crime and victimization before passing a curfew ordinance, and each then applied a unique and innovative approach to addressing both juvenile crime and youth victimization through a curfew. Each program includes one or more of a set of common elements that include curfew centers, interventions and referrals, procedures for repeat offenders, recreation and job programs, antidrug and antiaging programs and hotlines for and followup services and crisis intervention. Programs are reviewed for: (1) Dallas (Texas); (2) Phoenix (Arizona); (3) Chicago (Illinois); (4) New Orleans (Louisiana); (5) Denver (Colorado); (6) North Little Rock (Arkansas); and (7) Jacksonville (Florida). It is important that communities considering curfews be aware of legal developments and challenges, establish a firm foundation for the ordinance, and model the programs after successful efforts in other cities. (Contains 2 tables and a list of 12 sources for additional reading.) (SLD)

ED 402 402 UD 031 426

Reconnecting Youth & Community. A Youth Development Approach.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- 96
NOTE- 58p.

IDENTIFIERS- *Consensus Moderation
Assessment moderation is a procedure in which scorers or raters meet to achieve a consensus on scores assigned to student work. In the Science Education for Public Understanding Program (SEPUP), local teams of teachers met regularly at six sites nationwide to score student work, review methods of assigning scores, discuss and resolve discrepancies in scoring, and reach consensus on exemplars of work for each score level. The sites were called Assessment Development Centers and were located in Alaska, California, Colorado, Kentucky, Louisiana, and Oklahoma. Moderation sessions thus served purposes related to technical aspects of assessment, although SEPUP moderation sessions served additional purposes and provide additional benefits for teachers. Because moderation was part of a field test, teachers in the local group shared common concerns and experiences. As they field-tested a new approach to middle school science instruction, they were learning a new approach to assessing student performance. The moderation process went beyond its traditional purposes to purposes of professional development and teacher collegiality. This discussion of SEPUP local assessment moderation explores the way moderation meetings were intended to function and the ways they did function in reality. Preliminary insights into factors influencing successful implementation are proposed, and issues in the role of local moderation in assessment and professional development are discussed. An appendix summarizes the moderation process. (Contains 2 figures and 42 references.) (Author/SLD)

ED 402 323 TM 025 821

Shermis, Mark D.
Ensnaring NCME through the World Wide Web.
SPONS. AGENCY- National Council on Measurement in Education, Washington, D.C.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Networks; *Information Dissemination; *Internet; *Online Systems; *Technological Advancement; *World Wide Web
IDENTIFIERS- *National Council on Measurement in Education
During the past year the popularity of the World Wide Web has eclipsed that of gopher technology. As a way to keep up with the ever changing communications media of the Internet, the National Council on Measurement in Education (NCME) established a Web server as a means of disseminating information to its membership. This paper describes how the Web server was formulated, how the results of last year's telecommunications survey were integrated into the design of the server, and how to access the Web site. The server provides information about organization, easy access to NCME documents, and pointers to other measurement sites. A list of 10 books introducing the Internet is included. (Contains 14 figures and 3 references.) (Author/SLD)

ED 402 324 TM 025 822

accurate and efficient classification. (Contains 10 tables and 9 references.) (SLD)

ED 402 342 TM 025 934

Escobedo, Theresa H.; Allen, Margaret
Preschoolers' Emergent Writing at the Computer.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Childrens Writing; Computer Assisted Design; *Computer Graphics; *Emergent Literacy; *Preschool Children; Preschool Education

This study analyzed 131 computer-generated graphics for evidence of emergent writing. Four preschool children created the drawings on a color and a black-and-white computer during eight weekly 1.5 hour sessions. Audio and videotapes were obtained to review procedures, language, and emergent literacy intent. Drawings were categorized independently by two coders into previously established phases of drawing and writing and subsequent subcategories. All three phases of emergent literacy were evident in the computer drawings with few representing a single phase. The categorization of the 131 computer drawings revealed that 80.9% of the graphics were in Category 1 (Scribble/Drawing), while 25 separate graphics, or 19.1% of the total, exhibited 33 emergent writing behaviors in phases II and III. Of these 33 emergent writing instances, 6.1% were in Category II (Representational phase). Category III (Object Representation) included data in these categories: (1) symbols for words, 9.1% (subcategory number 3); (2) strings of letters 33.3% (subcategory 4); (3) spelling of own name, 42.4% (subcategory 5); (4) spelling dictation, 9.1% (subcategory 6). There were no differences in the drawing/writing categories between black-and-white and color graphics. There were no age or gender differences. (Contains 2 tables, 2 figures, and 46 references.) (Author/SLD)

ED 402 343 TM 025 962

Ohio Proficiency Tests for Grade 12. Practice Test.
PUB DATE- 95
NOTE- 42p.; For related documents, see TM 025 963 and 025 965.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Citizenship Education; *Graduation Requirements; High Schools; *High School Seniors; Mathematics Tests; *Outcomes of Education; Reading Tests; Science Tests; *Scoring; Writing Tests
IDENTIFIERS- *Practice Tests; Twelfth Grade Proficiency Test

High school seniors in Ohio who have passed all parts of the ninth-grade proficiency tests are required to take the twelfth-grade proficiency tests. These tests, in writing, reading, mathematics, citizenship, and science, are designed to measure twelfth-grade performance and to evaluate the learning that goes on between the minimum competencies of the ninth grade and the first semester of the senior year. This practice test is designed to be used by students individually or in groups. Included in this booklet are a detachable answer sheet, the

the role of the resettlement agency; (3) community services; (4) housing; (5) transportation; (6) employment; (7) education; (8) health; (9) managing your money; (10) rights and responsibilities of refugees; and (11) cultural adjustment. Among the topics discussed is that of the American educational system, both for children and for adults. A general outline of the public school system includes a discussion of the American tradition of public participation in education. A map of the United States is included. (SLD)

ED 402 362 UD 031 376

Foster, Victoria; Marin, John
Who's Walking with Me? Dealing with Violence in Schools.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; High Risk Students; High Schools; High School Students; *Instructional Leadership; Juvenile Gangs; *Principals; Program Development; *School Security; Student Attitudes; Tutorial Programs; Urban Schools; Urban Youth; *Violence
IDENTIFIERS- *El Paso Independent School District TX

Many of today's children fear school because of violence. Some children do not feel safe going to school, so they stay home. Others are growing up in dysfunctional families, and are not prepared for school or able to perform well at school. Parental help, which is needed at school when problems arise, may be lacking for these children. Among the problems confronting schools dealing with violence is the necessity for keeping intruders out. Principals are in key positions to prevent violence, whether it be caused by cultural or racial conflict, gangs and weapons in school, sexual harassment, or physical intimidation. They can identify potential gang development and provide appropriate responses to altercations and develop guidelines for security and supervision in the schools. A principal from a high school in El Paso (Texas) describes techniques he has used to reduce violence in the school and discusses the types of hands-on programs he has implemented. His Kids in Need of Attention program focused on at risk students through the intense personal involvement of the principal. It evolved into a tutoring program that eventually resulted in a 98% graduation rate among these students. The discussion is illustrated with photographs of some of the student participants. (Contains 15 references.) (SLD)

ED 402 363 UD 031 378

Sparks, Elizabeth
A Pilot Study of Coping Processes Utilized by African-American Male Adolescents Living in Violent Communities.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Aug 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Attitudes; *Blacks; *Coping; Disadvantaged Youth; Elementary Secondary Education; Focus

session may actually be a class or a forum for speeches, negotiation, debate, or analyzing issues. It should be a kind of conversation in which participants work together for increased self-knowledge. The participant should prepare for the session by determining its purpose, the background and qualifications of the facilitator, and the composition of the group. Reviewing one's own values before a dialogue on interracial or intercultural relations helps ensure that the participant is ready to discuss these issues. The common ground rules for dialogue are founded on mutual respect. Disagreement is acceptable; attacks are not. Specific tips are given about approaches and terms to avoid. The societal value of dialogue is that it connects us to one another, and the individual benefits may result when acknowledging the many pitfalls one can avoid. (SLD)

ED 402 383   UD 031 404

Lacey, Kelly; Drees, Jan
The Downtown School Community Report. Connecting Learning with Life.
PUB DATE- Jan 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Class Size; Cultural Pluralism; *Educational Change; Educational Research; Elementary Education; *Employment; Low Income Groups; Minority Groups; Mixed Age Grouping; *Neighborhood Schools; Parent Participation; *Program Implementation; *Urban Schools; Year Round Schools
IDENTIFIERS- *Des Moines Public Schools IA

In August 1993 the Des Moines (Iowa) community created a new type of neighborhood school by placing an elementary school close to where the parents work, rather than where they live. This school, the Downtown School, serves a diverse community of students, emphasizes parental involvement, and implements current research in education. This report reviews its first 2 years of operation. Founding principles for the Downtown School were that it would require parent involvement and communication and that it would have small classes, with an integrated curriculum in multiage classes featuring experience-based active learning. The Downtown School was planned with a year-round calendar, portfolio assessment, and parent-teacher-student conferences three to four times a year. The school opened with 45 students, and serves 96 in its third year. Students from low-income households account for 34% of the enrollment, and students from minority groups make up 27.5% of the student body. A look at the program after 2 years shows that the school has been welcomed by the community and has created effective partnerships with the business community. Its self-evaluation efforts have targeted areas for improvement. Although the Downtown School has been open for only a brief time, student achievement measured by standardized tests has been above national and district averages. (Contains 10 tables, 19 figures, and 42 references.) (SLD)

ED 402 384   UD 031 405

Williams, Belinda, Ed.
Closing the Achievement Gap. A Vision for Changing Beliefs and Practices.
SPONS. AGENCY- Office of Educational Research and Improvement

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Community Programs; *Cooperation; Intervention; Partnerships in Education; Policy Formation; Prevention; Program Development; Program Evaluation; *Social Services; *Youth Programs
IDENTIFIERS- *Family and Youth Services Bureau; *Youth Development Model

This primer on youth development is intended to help communities rethink youth services in the context of the larger community. It offers guidance about the changes necessary to plan for and accept new ideas. The youth development approach advocated by the Family and Youth Services Bureau (FYSB) suggests that helping young people achieve their full potentials is the way to prevent their involvement in risky behavior. Focusing on strengths rather than failings is the underlying principle of the youth development construct operationalized by the FYSB in its programs over the last two decades. The three key philosophical components of a youth development approach are viewing youths and their families as partners in the effort, giving them access to prevention and intervention services, and offering opportunities to develop relationships with caring and supportive adults. Organizational changes may be required to implement a youth development approach, and a shared vision for youths and the community is a necessity. Education for service providers, policymakers, families, and communities is required, as is developing effective ways to evaluate programs and their impacts. The ultimate goal, regardless of the specific approaches tailored to communities, is to implement an approach that supports and values young people in the context of the larger community. Appendixes present assessment measures for leadership and organizational qualities. A list of 53 youth development programs is included. (Contains six references.) (SLD)

ED 402 403 UD 031 427

In Support of Civil Rights: Taking On the Initiative. LEAP (Leadership Education for Asian Pacifics, Inc.) Special Report, Proposition 209, "The California Civil Rights Initiative."
PUB DATE- Oct 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Admission (School); *Affirmative Action; *Asian Americans; *Civil Rights; Elementary Secondary Education; *Equal Opportunities (Jobs); Higher Education; Minority Groups; Multicultural Education; Pacific Americans; *State Legislation
IDENTIFIERS- California; *Proposition 209 (California 1996)

Proposition 209 is a statewide constitutional amendment initiative in California, which, if passed in November 1996, will eliminate all statewide affirmative action programs. It is argued that, contrary to its title, this amendment is an extreme and unnecessary measure that will actually undermine further advances in civil rights. There are differing opinions about affirmative action in the Asian Pacific community, but much of the discussion has focused on college admissions with

Chason, Walter M.; And Others
Evaluation of Proposed Critical Values for the Generalized t and Generalized Rank Sum Procedures Using Unequal Sample Sizes.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Monte Carlo Methods; *Sample Size; *Scores; Simulation
IDENTIFIERS- *Rank Sum Tests; *T Test; Type I Errors

R. C. Blair (1991) developed tables of critical values for the generalized "t" and generalized rank sum tests that do not suffer inflation of Type I error. This study evaluated the critical values generated by Blair for situations in which sample size varies more than a maximum of a factor of two. The accuracy of the values was explored through a Monte Carlo study in which random samples were generated from populations with known characteristics. The variance in each population, the difference in population means, and the sample sizes were manipulated, with 5,000 samples of each size, from 20 size combinations, generated for each condition (equal size and three ratios of unequal sizes). Results suggest that the critical values proposed by Blair maintain the Type I error rate for the generalized t-test and generalized rank sum tests, even with sample ratios as large as 1:8, and with population variance ratios as large as 1:9. Only under small ample conditions with a sample size ratio of 1:8 and with a conservative alpha level of 0.01 did the generalized t-test not control the Type I error rate using these critical values. (Contains four tables and six references.) (SLD)

ED 402 325 TM 025 824

LePore, Paul C.; Warren, John Robert
The Advantages of Single-Sex Catholic Secondary Schooling: Selection Effects, School Effects, or "Much Ado About Nothing?"
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Wisconsin Alumni Research Foundation, Madison.; Wisconsin Univ., Madison. Center for Demography and Ecology.; Wisconsin Univ., Madison. Dept. of Sociology.
PUB DATE- Apr 96
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Catholic Schools; Coeducation; *High Schools; High School Students; Institutional Characteristics; National Surveys; Outcomes of Education; *Selection; *Sex Differences; *Single Sex Schools; Socioeconomic Status; Student Characteristics; Test Results
IDENTIFIERS- *National Education Longitudinal Study 1988

Data from the National Education Longitudinal Study of 1988 (NELS:88) were used to investigate whether there are differences between single-sex and coeducational Catholic secondary school students in academic and social psychological outcomes, whether any differences especially favor young women in single-sex Catholic secondary schools, and whether pre-practice test, directions for scoring the writing section, sample student papers, an answer key, and an outline of specific learning outcomes illustrated in each test area. The practice test is not designed to predict student performance on the actual tests, but is meant only to provide examples of the kinds of questions students will encounter. (SLD)

ED 402 344 TM 025 963

Ohio Proficiency Tests for Grade 12. Fact Sheets. Twelfth-Grade Reading.
PUB DATE- 95
NOTE- 9p.; For related documents, see TM 025 962 and 025 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Cultural Awareness; *Grade 12; *Graduation Requirements; High Schools; *High School Students; Learning; Literacy; Outcomes of Education; Reading Comprehension; *Reading Tests; Test Bias; Test Construction; *Test Items
IDENTIFIERS- Fact Sheets; *Twelfth Grade Proficiency Test

This fact sheet presents information about the Ohio Proficiency Test for grade 12 in Reading. Beginning in February 1994, all students who have passed the Ohio Ninth-grade Proficiency tests in all areas will take the twelfth-grade proficiency tests in writing, reading, mathematics, and citizenship. The reading test is designed to measure a twelfth-grade level of literacy as defined by 23 learning outcomes developed by Ohio educators and citizens. The reading passages come from published sources with a variety of formats, and may be fiction or nonfiction. Various types of test items are described and aligned with the learning outcomes. The test is intended to measure a wide array of reading strategies. The selected reading material is culturally diverse, well written, of interest to students, and free of offensive stereotyping language or any other element that would be a disadvantage to any person or group on the basis of sex, religion, culture, or race. The test enables students to demonstrate their ability to read and understand written materials. Students must show that they can make reasonable inferences and judgments about what they have read. (SLD)

ED 402 345 TM 025 965

Ohio Proficiency Tests for Grade 12. Fact Sheet. Twelfth-Grade Proficiency Test in Science.
PUB DATE- 95
NOTE- 13p.; For related documents, see TM 025 962 and 025 963.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Data Analysis; Data Collection; Grade 12; *Graduation Requirements; High Schools; *High School Seniors; Outcomes of Education; *Science Tests; *Scientific Literacy; Test Construction; *Test Items; Test Use
IDENTIFIERS- Fact Sheets; Knowledge Acquisition; *Twelfth Grade Proficiency Test

Twelfth-grade students in Ohio who have passed all the sections of the ninth-grade proficiency tests take the twelfth-grade tests. Beginning in 1995-96, these tests will include science, although science will not become a factor in earning a diploma

Groups; Inner City; Interviews; *Males; School Safety; Symptoms (Individual Disorders); Urban Problems; *Victims of Crime; *Violence
IDENTIFIERS- African Americans

This paper is a preliminary report on a study that explored the ways in which African American male adolescents cope with the interpersonal assaultive violence that takes place in their urban communities. Participants were 27 African American male adolescents, aged 13-19, who live in and/or spend the majority of their non-school hours interacting with peers in three target inner-city communities of Boston (Massachusetts). Data was collected through focus groups, individual interviews, and the completion of measures of coping and symptoms of distress. Although participants used all eight types of coping behavior measured by the Ways of Coping Questionnaire, the four most common processes were distancing, confrontation, self-controlling behavior, and planful problem solving. Most young men thought that a violent encounter was something they would have to endure, but about half expressed the opinion that it was sometime possible to do something about it. Victimized and nonvictimized young men differed significantly in their coping processes only in the area of escape/avoidance. The level of symptom distress was much higher among victimized young men. (Contains 10 tables and 29 references.) (SLD)

ED 402 364 UD 031 379

Morales, Pamilla C.
Acculturation and Vocational Identity: The Influence of Hispanic Familism.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Career Choice; *College Students; *Ethnicity; Higher Education; *Hispanic Americans; Minority Groups; *Vocational Interests
IDENTIFIERS- Hispanic American Students; *Identity Formation

This study was designed to determine if the level of ethnicity, as measured by an acculturation instrument, is related to levels of vocational identity. Three measures were used: (1) My Vocational Situation (J. L. Holland and others, 1980); (2) the Majority-Minority Relations Survey (MMRS), an alternate form of the American-International Relations Survey instrument developed by G. R. Sodowsky and B. S. Plake (1991); and (3) a biographical questionnaire developed by the researcher. Survey packages were mailed to 467 randomly selected college students who identified themselves as Hispanic. One hundred forty-nine (32%) Hispanic undergraduate students returned the survey. Results demonstrate that Hispanic individuals with high vocational identity are more culturally assimilated into the majority culture. In addition, vocational identity was inversely related to the factor scale of perceived prejudice on the MMRS. Overall, these Hispanic students had levels of vocational identity similar to those of the normative sample. (Contains four tables and eight references.) (Author/SLD)

ED 402 365 UD 031 380

Morales, Pamilla C.; Steward, Robbie

(ED), Washington, DC.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Beliefs; Cultural Awareness; Decision Making; Educational Assessment; *Educational Change; Educational Practices; Elementary Secondary Education; *Knowledge Base for Teaching; *Research Utilization; School Desegregation; Teacher Education; *Urban Schools
IDENTIFIERS- Urban Education Network

Chapters in this book, based on the efforts of the Urban Education National Network Task Force, define the nature of obstacles to the academic performance of urban students and identify, validate, and disseminate a knowledge base of theory and practice to inform decision making about urban schools. The chapters are: (1) "The Nature of the Achievement Gap: The Call for a Vision To Guide Change" (Belinda Williams); (2) "Bridging the Achievement Gap in Urban Schools: Reducing Educational Segregation and Advancing Resilience-Promoting Strategies" (Margaret C. Wang and John A. Kovach); (3) "Cultural Values in Learning and Education" (Patricia Marks Greenfield, Catherine Raeff, and Blanca Quiroz); (4) "Educating Teachers To Close the Achievement Gap: Issues of Pedagogy, Knowledge, and Teacher Preparation" (Kenneth M. Zeichner); (5) "Closing the Achievement Gap: Opportunity To Learn, Standards, and Assessment" (Floraline Ingram Stevens); (6) "Fostering Resiliency in Urban Schools" (Bonnie Benard); (7) "Teacher Engagement and Real Reform in Urban Schools" (Karen Seashore Louis and BetsAnn Smith); and (8) "A Social Vision for Urban Education: Focused, Comprehensive, and Integrated Change" (Belinda Williams). An appendix lists the Regional Educational Laboratories. Most chapters contain references. (Contains one figure.) (SLD)

ED 402 385 UD 031 406

Petro, Janice Rose; And Others
The Chapter I Challenge: Colorado's Contribution 1994.
PUB DATE- Jan 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Child Neglect; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Financial Support; Low Income Groups; Needs Assessment; Parent Participation; School Districts; *State Programs
IDENTIFIERS- *Colorado; Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; Normal Curve Equivalent Scores

This report explores the efforts of the Colorado Department of Education in its Chapter 1 programs in 1994. Chapter 1 of the Elementary and Secondary Education Act is the largest federally funded program designed to provide services to elementary and secondary school students. Chapter 1 provides financial assistance to meet the special educational needs of educationally deprived students who reside in areas with high concentrations of children from low income families. Within a district, funds are provided on the basis of educational need rather than financial need. In fiscal year 1994, Colorado Chapter 1 programs were administered by 100 districts and 9 many Asian Pacific Americans believing that affirmative action penalizes their ethnic group for academic achievement. However, it is important to look at the whole spectrum of affirmative action and to remember that success in the classroom does not equal success in the workplace. Proposition 209 deceives voters into thinking that they are voting for civil rights when they are actually voting to nullify some rights as we know them. Under Proposition 209 the following types of educational programs will be subject to legal challenge: (1) state education codes that require inclusion of material on the Holocaust, Japanese internment camps, and Armenian atrocities; (2) programs and centers for ethnic and women's studies; and (3) curricular units for courses on women and minorities. History shows that equal opportunity has never come about through voluntary means or human goodwill. Affirmative action has only been in existence for 30 years, and it has never been accepted fully nor implemented in a good faith manner. Affirmative action deserves more of a chance. California's problems are too complex to be eliminated by an ill-defined constitutional amendment. (Contains one table and three graphs.) (SLD)

ED 402 404 UD 031 428

Sanders, Mavis G.
School-Family-Community Partnerships and the Academic Achievement of African American, Urban Adolescents. Report No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Patterns; *Black Students; *Church Role; *Community Involvement; High Schools; High School Students; *Parent Child Relationship; Self Concept; Social Support Groups; Student Attitudes; *Teacher Student Relationship; Urban Schools; *Urban Youth
IDENTIFIERS- African Americans

Drawing on J. Epstein's theory of overlapping spheres of influence (1991, 1995), this study explores the effects of teacher, family, and church support on the school-related attitudes, behaviors, and academic achievement of African American, urban adolescents. To achieve this objective, 826 students in an urban school district in the southeastern United States completed a questionnaire measuring: (1) student perceptions of teacher support; (2) student perceptions of parental support; (3) church involvement; (4) school behavior; (5) academic self-concept; (6) achievement ideology; and (7) academic achievement. Interviews were conducted with a subset of the research population (40 students) to enhance and aid in the interpretation of the questionnaire data. Results of the quantitative and qualitative analyses show that students' perceptions of teacher and parental academic support and church involvement indirectly influence achievement through their positive and significant influence on one or more of the attitudinal and behavioral variables measured. Students' academic self-concepts, achievement ideology, and school behavior, therefore, are qualities influenced by the school, family, and church. Partnership activities among these institutions that may enhance these qualities for more students are discussed. (Contains 2 figures, 2 tables, and 23 references.) (Author/SLD) enrollment differences between students account for any sector differences. In its base year, NELS:88 included approximately 25,000 randomly selected students in public and private schools. The analysis is based on students in Catholic schools with nonvocational emphasis. It is concluded that single-sex Catholic secondary schools are not especially advantageous academic settings, and that the few observed advantages of attending these schools benefit boys more than girls. Single-sex school boys appear to have higher achievement test scores in grades 10 and 12 than boys in coeducational schools, but they do not appear to learn more in that boys in both sectors increase their scores between grades 8 and 12 by about the same amount. It is also argued that sector differences in 10th- and 12th-grade student achievement test scores are due to pre-enrollment differences in measured background and prior achievement. (Contains 7 tables and 37 references.) (SLD)

ED 402 326 TM 025 827

Beasley, T. Mark
Nonparametric Test of Discordance with Ordered Alternatives for "J" Groups.
PUB DATE- 8 Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Group Membership; *Nonparametric Statistics; *Robustness (Statistics); Simulation
IDENTIFIERS- Type I Errors

Robustness and power of parametric, semi-parametric, and nonparametric tests of between-group discordance were compared in this simulation study. The empirical Type I error rates and power of nine tests were compared. When data were sampled from the any differences especially favor young women in single-sex Catholic secondary schools, and whether pre-enrollment differences between students account for any sector nonnormality and a partial null hypothesis, the procedure of M. L. Puri and P. K. Sen (1985) and tests that use within-subject ranks were robust. The test developed by B. M. Katz and M. McSweeney (1983) showed erratic Type I error rates and was generally less powerful. A nonparametric extension of the L (M squared) of E. B. Page (1963) was robust and demonstrated consistent power functions. The paper details the development of M squared and provides computational examples. (Contains 9 tables and 29 references.) (Author/SLD)

ED 402 327 TM 025 829

Bond, Linda A.
Norm-Referenced Testing and Criterion-Referenced Testing: The Differences in Purpose, Content, and Interpretation of Results.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Criterion Referenced Tests; Educational Testing; *Norm Referenced Tests; Outcomes of

until the year 2000. This fact sheet provides information about the Twelfth-grade Proficiency Test in science. It is based on 18 learning outcomes developed by a committee consisting primarily of educators. These outcomes are listed in the fact sheet. The test, which assesses performance in life science, physical science, earth and space science, and the nature of science, emphasizes both content and process. About 30% of the questions focus on acquiring scientific knowledge and test students' abilities to make observations and collect and organize data. About 40% of the questions concentrate on processing scientific knowledge, testing students' ability to interpret and analyze information. Another 30% of the questions deal with extending scientific knowledge, testing students' ability to apply knowledge and concepts to new situations. (SLD)

ED 402 346 TM 025 976

Lomask, Michal
Extended Performance Tasks for Mathematics, Science & Technology.
PUB DATE- 9 Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Critical Thinking; Elementary Secondary Education; Followup Studies; Integrated Activities; *Mathematics Achievement; *Performance Based Assessment; Pilot Projects; Portfolio Assessment; Problem Solving; *Science Education; Standards; *Technology Education; *Test Construction
IDENTIFIERS- *Authentic Assessment; *New York

This paper describes a framework for authentic instruction and assessment for the New York state alternative program of integrated mathematics, science, and technology (MST). The paper includes the rationale for the assessment framework, description of tasks, students' work, and suggested evaluation scheme. The MST framework consists of seven defined standards, but at present there is no statewide formal MST program with specific curriculum materials. At this time, the program is composed of extended performance tasks for elementary, middle, and high schools, which include elements of math, science, and technology and require students to solve problems that are connected to the world beyond the classroom. These tasks are authentic, engaging, accessible, readily scorable, and important in that they promote critical thinking and understanding. The MST evaluation system is based on observation of student behavior, student portfolios, and followup assessment. Guidelines have been developed for scoring student portfolios. So far, about 50 teachers have participated in a pilot study of the MST tasks. For the most part, they have found the experience positive and insightful. An appendix presents a high school extended performance task and the assessment rubric. (Contains three tables.) (SLD)

ED 402 347 TM 025 978

The Registered Holistic Scoring Method: A Writing Handbook. Grade 11 High School Proficiency Test (HSPT11), October 1995.
PUB DATE- Apr 96
NOTE- 101p.

Biracial Identification, Familial Influence and Levels of Acculturation.
PUB DATE- Aug 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *College Students; *Community Influence; Cultural Awareness; Cultural Background; Cultural Maintenance; Ethnicity; *Family Influence; Higher Education; *Hispanic Americans; *Racial Identification; Spanish Speaking; Surveys
IDENTIFIERS- *Biracial Children; Biracial Family

The levels of acculturation of biracial and monoracial Hispanics were examined in college students to determine the level of family or community influence in defining racial identification for the biracial individual. The sample was composed of Hispanic undergraduate students currently enrolled at the University of Kansas. Survey packets were mailed to 467 randomly selected students who described themselves as Hispanic, and 149 (32%) replied. Two measures were used for this study: (1) Majority-Minority Relations Survey (MMRS); and (2) a biographical questionnaire. Results show differences in the acculturation of biracial individuals in that they were often acculturated into the majority culture with few connections to Hispanic communities. Another significant finding is that biracial individuals who maintain the Spanish language are more connected to the minority culture and have lower levels of acculturation to the majority culture. Certain familial influences can maintain a higher level of ethnicity. (Contains three tables and seven references.) (SLD)

ED 402 366 UD 031 381

Bartelt, David
Community Connection with Education: Macroecology of Educational Outcomes. Spotlight on Student Success No. 107.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.; Abstracted from "The Macroecology of Educational Outcomes" by D. W. Bartelt in "School-Community Connections: Exploring Issues for Research and Practice," edited by Rigsby, Reynolds, and Wang. San Francisco: Jossey-Bass, Inc., p159-192.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Census Figures; *Community Involvement; *Decentralization; Dropout Rate; *Ecological Factors; Educational Change; Educational Finance; Elementary Secondary Education; Expenditures; *Outcomes of Education; *Urban Areas; Urban Problems
IDENTIFIERS- African Americans; *Macroanalysis; Reform Efforts

The changing makeup of cities apparently accounts for much of the failure of the educational system in the United States. An ecological model of the educational process suggests that it is possible to distinguish salient characteristics of the social arrangements within which schools are embedded as a means of understanding educational outcomes and identifying support services for change. Using data from 53 cities, drawn from economic, population, and government census data, this report

Boards of Cooperative Educational Services members totaling an additional 75 districts. Staff members totaling 1,758.53 full-time students served 45,918 students in Chapter 1. A state-administered institution for delinquent or neglected children provided services to an additional 411 students. Chapter 1 students are concentrated in the early grades. Chapter 1 dollars per child increased 7.3% in 1994. Most Chapter 1 students received instruction in reading, and greater percentages received mathematics instruction than in previous years. Achievement gains resulting from Chapter 1 services are reported by all districts using a normal curve equivalent scale. Other beneficial program effects are reported in areas such as improved parent participation and reduced retention in grade. (contains 7 tables and 12 figures.) (SLD)

ED 402 386   UD 031 408

Kerbow, David
Patterns of Urban Student Mobility and Local School Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Education; School Districts; *Student Mobility; *Transfer Students; Transient Children; Urban Problems; *Urban Schools; Urban Youth
IDENTIFIERS- *Chicago Public Schools IL; *Reform Efforts

Student mobility is a topic that frequently surfaces in discussion about the problems of urban schooling, but it is one that tends to fade from the agenda as discussion continues. Using data from the Chicago (Illinois) public elementary schools, this paper first describes the extent of urban school instability. Many schools, in fact, do not have stable cohorts of students whose progress they can track over time. The causes of this high level of instability, connected both to residential mobility and to more school-related reasons, are then explored. Distinctive patterns emerge that reveal clusters of schools that are closely tied by the students they exchange from year-to-year. Given this context, the impact of mobility on students, schools, and urban education more generally is examined. Recent school reform efforts that center on promoting greater local school autonomy implicitly assume that students will attend a specific school consistently enough that the schools can "make a difference" in their achievement. In the unstable urban context, however, even improving schools lose their accomplishments as students transfer, and mobile students forfeit the benefit of continuity of school services. Thus, not only does mobility have an impact on individual students who are changing schools, it has deep (though often hidden) consequences for the schools these students attend and for the systemic changes intended by local school reform. (Contains 7 figures, 9 tables, and 51 references.) (Author/SLD)

ED 402 387   UD 031 409

Madhere, Serge; Mac Iver, Douglas J.
The Talent Development Middle School. Essential Components.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96

ED 402 405 UD 031 429

Stallworth-Clark, Rosemarie; Scott, Janice S.
Academic Performance Comparisons among At-Risk and Other College Students.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; Comparative Analysis; *Developmental Studies Programs; Educationally Disadvantaged; Higher Education; *High Risk Students; Metacognition; *Performance Factors; Reading Tests; Remedial Programs; *Student Placement

The differences in academic performance among two levels of provisionally accepted (Learning Support) college students--System-placed (S) and Institutionally-placed (I)--and other students were investigated. Of 523 Learning Support students in a required reading course (RDG 099A), 402 students exited the course. Chi-square analyses and t-tests revealed that a statistically significantly greater number of I students successfully completed RDG 099A, scored higher on the College Placement Examination in Reading (CPERDG-POST) exit examination, and earned higher grades in 12 subsequent reading-intensive core curriculum courses. Among the S students, those who exited RDG 099A had higher Scholastic Aptitude verbal test scores and CPERDG pretest scores than did S students who did not exit. Most Learning Support students, regardless of placement criteria, demonstrated improvement in metacognitive awareness for college study tasks as measured by gains on the Learning and Study Strategies Inventory after completion of the required reading course. Other results show that all Learning Support students made statistically significantly lower grades during the quarter following the reading course than other students in the same 12 reading-intensive core curriculum courses. The findings are congruent with research that has shown the importance of prior performance and achievement variables for college academics. They support the position that system placement requirements (for S students) may be set too low if S students are to succeed at the university. (Contains 9 tables and 10 references.) (Author/SLD)

ED 402 406 UD 031 430

Baker, Amy J. L.; Piotrkowski, Chaya S.
Parents and Children through the School Years: The Effects of the Home Instruction Program for Preschool Youngsters.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- Aug 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cohort Analysis; Early Childhood Education; *Economically Disadvantaged; Elementary Education; *Family Environment; Home Instruction; Longitudinal Studies; Low Income Groups; *Parent Participation; Parents; *Preschool Children; Preschool Education
IDENTIFIERS- Arkansas; *Home Instruction Program Preschool Youngsters; New York; Research Replication

The Home Instruction Program for Preschool Youngsters (HIPPY) is a free 2-year family oriented early childhood education and

Education; Scores; *Standardized Tests; State Programs; *Test Construction; Test Content; *Testing Programs; Test Use

Norm-referenced tests (NRT) help compare the performance of one student with the performances of a large group of students, while criterion-referenced tests (CRT) focus on "what test takers can do and what they know, not how they compare to others" (Anastasi, 1988). Both types of test can be standardized so that scores can be interpreted the same way for all students and schools. Test content for an NRT is selected according to how well it ranks students from high achievers to low, while the content of a CRT is selected by how well it matches the learning outcomes deemed most important, or on the basis of its importance in the curriculum. NRTs have come under attack recently because they tend to focus on low-level, basic skills. CRTs, on the other hand, give detailed information about how well a student has performed on each of the educational goals or outcomes included in the test. In 1994, 31 states administered NRTs and 33 administered CRTs, and 22 of these states administered both. Only two states rely on NRTs exclusively, and only one relies exclusively on a CRT. Most states also administer some other form of assessment. States will have to match their choice of assessment strategies to their intended purposes, the content they wish to assess, and the kinds of interpretation they want to make about student performance. (Contains six references.) (SLD)

ED 402 328 TM 025 830

Bond, Linda A.
Challenges in the Development of State Assessment Programs that Support Educational Reform.
PUB DATE- May 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Change; Elementary Secondary Education; Program Development; Standards; *State Programs; Technical Assistance; *Test Construction; Testing Problems; *Testing Programs; Test Use
IDENTIFIERS- Educational Indicators; *Reform Efforts; Stakeholders

This paper addresses the educational, technical, legal, and practical challenges states must confront as they consider the content of the assessment, its technical quality, the capacity of educators and the public to use the results of the assessment, the benefits and additional complications of performance testing, and the overall tension betwen the push for uniform standards and local control. The following challenges are explored: (1) different assessment purposes, whether as measuring tool, gatekeeping assessment, part of an indicator system or comprehensive system, or for external testing requirements; (2) technical requirements for quality assessment; (3) improving the capacity of educators and educational stakeholders to use assessment well; (4) the special policy considerations for the use of new testing technologies; and (5) changes in the management of education. As states continue to struggle with the challenge of creating assessment that keeps in step with reform, they are attempting to find a balance between the need for universally accepted standards and the need to allow local educators enough flexibility to meet the needs of their individual students. They also struggle to balance taxpayers' needs for accountability with the need for the state to provide support and technical assistance to schools. (Contains 33 references.)

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Criteria; Evaluation Methods; Grade 11; *Graduation Requirements; High Schools; *High School Students; *Scoring; Writing Skills; *Writing Tests
IDENTIFIERS- *New Jersey High School Proficiency Test; *Registered Holistic Scoring Method; Writing Samples

The New Jersey High School Proficiency Test for grade 11 (HSPT11) replaced a similar requirement for grade 9 and became a graduation requirement in October 1993. As in the past, the writing test consists of a writing sample, which assesses student abilities to write sustained discourse, and a multiple-choice portion that assesses how well students are able to read critically, revise, and edit the written text of others. This booklet focuses on the writing sample from the October 1995 administration of the HSPT11. It presents the scoring method and the criteria used to evaluate student writing, and it offers suggestions for using the scoring method and student test data to improve classroom instruction. Student writing is scored with the Registered Holistic Scoring Method (RHSM) developed by the New Jersey Department of Education in a study involving approximately 200 educators. The RHSM brings uniformity to the evaluation of writing across contents and settings by specifying four salient features of writing proficiency: (1) content/organization; (2) usage; (3) sentence construction; and (4) mechanics. In the RHSM, these features are anchored or registered by descriptions that vary for each value on the scoring guide. These values describe proficiency level on a six-point scale. Four appendixes describe test administration materials, discuss the scale points, present the scoring rubric, and contain an author's self-report form. (SLD)

ED 402 348 TM 025 982

Kochan, Susan; And Others
You Can't Judge a High School by Achievement Alone: Preliminary Findings from the Construction of a Behavioral Indicator of High School Effectiveness.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Behavioral Science Research; *Behavior Patterns; *Classification; Discipline; Dropouts; Effective Schools Research; *High Schools; *Participation; *School Effectiveness; Test Construction
IDENTIFIERS- *Educational Indicators; Student Engagement

A composite behavioral indicator of high school effectiveness was developed that measures the degree to which schools strike a balance between the press for academic excellence and the need to keep all students actively engaged in schooling. This proposed "participation" indicator is based on behavioral outcomes with demonstrated relationships to student achievement: attendance, discipline, and dropout. The study, based on a sample of 310 public schools, used the State analyzes city characteristics that have impacts on education. The major change in contemporary American cities has been the shift away from a manufacturing economy. Data demonstrate that the more decentralized a city is, the higher the level of instructional expenditure and the heavier the economic burden on the taxpayer. Decentralization is a significant correlate of, and may be causally linked to, fiscal distress. The city dropout rate tends to be higher in cities that retain a high manufacturing base and in which the African American population is large. There is also a substantial correlation between female-headed households and both the dropout level and the level of manufacturing. Findings suggest that the macroecological framework yields significant insights into the externals that affect education in the urban environment. Three related publications are listed. (SLD)

ED 402 367 UD 031 382

Reynolds, Maynard
Fostering Resilience and Learning Success in Schools: 20/20 Analysis. Spotlight on Student Success No. 101.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Categorical Aid; Compensatory Education; Delivery Systems; Elementary Education; *Elementary School Students; Equal Education; *Evaluation Methods; *Needs Assessment; Program Development; Program Implementation; Research Methodology; Special Education; *Urban Schools
IDENTIFIERS- *20 20 Analysis; *Resilience (Personality)

There are many difficulties in categorical programs for students with special needs as they are currently implemented. The technique of 20/20 Analysis is a simple and effective method of developing an integrative service delivery system in which students who show the least and most progress on significant outcome variables receive intensive study and instruction. The analysis consists of a two-phased process. In the initial phase, teachers and administrators select an area of learning and assess the achievement of students within that area using existing data. Achievement levels for students below the 20th percentile, or above the 80th, are identified as "low 20" or "high 20" groups for whom curriculum adaptation or intensive instruction are needed. This analysis provides a systematic outcome-based approach to meeting special needs of students. It allows for a reliable and cost-effective way to identify service needs as it undoes the current practice of labeling children. Focusing on the individual needs of students and promoting collaboration among professionals are benefits of 20/20 Analysis. Research results from elementary schools in a large urban district show that 79% of those children labeled as special education students and almost all in Chapter 1 program were in the "low 20." These results are predictive of the usefulness of 20/20 analysis. Three related publications are listed. (SLD)

ED 402 368 UD 031 383

Stull, William
Strengthening the Relationship between School and Work for Noncollege Youth in the Mid-Atlantic Region. Spotlight on

NOTE- 37p.; For related document, see UD 031 410.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Active Learning; Black Students; Career Exploration; Compensatory Education; Cultural Awareness; Curriculum; Disadvantaged Youth; Empowerment; Intermediate Grades; Junior High Schools; *Middle Schools; Program Implementation; *Talent Development; Teaching Methods; Track System (Education); *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools; Elementary Secondary Education Act Title I; *Philadelphia School District PA

The Talent Development approach to helping greater numbers of students succeed in middle school is based on a belief that all students can learn challenging material if the right types of support are given. This report presents the essential components of the Talent Development framework and describes their initial implementation in Evans Junior High School, Washington, D.C. and Central East Middle School, Philadelphia (Pennsylvania). The essential components of the framework include a curriculum aimed at active learning, an emphasis on cultural empowerment, a communal organization of school, a total detracking of instruction, growth-oriented assessment, a multilayered pedagogy, career exploration, and family affirmation. Evans Junior High School is a regular junior high in a low socioeconomic area of the city. It enrolls approximately 320 students, all of whom are African American. Approximately 25% receive Title I services and about 6% are in special education. Central Middle School has about 1,000 students in grades 5 through 8, mostly from low socioeconomic levels. The school has a highly diverse student body, with about 45% Hispanic students, 24% African American, 13% Asian, 8% White, and about 10% who define themselves in other ways. Although the implementation of the Talent Development approach is in its early stages, these schools are recognizably different from schools operating under the traditional sorting paradigm. Three appendixes discuss student team writing and reading, the career exploration approach and decision-making training, and present active affirmation program materials. (Contains 1 figure and 34 references.) (SLD)

ED 402 388 UD 031 410

Mac Iver, Douglas J.; Plank, Stephen B.
The Talent Development Middle School. Creating a Motivational Climate Conducive to Talent Development in Middle Schools: Implementation and Effects of Student Team Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 49p.; For related document, see UD 031 409.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; Compensatory Education; Cultural Awareness; Disadvantaged Youth; Educational Environment; Hispanic Americans; Intermediate Grades; Junior High Schools; *Middle Schools; Program Implementation; *Reading Instruction; *Talent Development; Teaching Methods; *Teamwork; *Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title I; Hierarchical Linear Modeling; *Philadelphia School District PA

Central East Middle School in Philadelphia (Pennsylvania), an parent involvement program for parents with limited formal education to help them provide educational enrichment for their 4-year-old and 5-year-old children. As of 1996, HIPPY programs serve over 15,000 economically disadvantaged families in the United States. This report presents the findings on the effects of participation in the HIPPY program through children's early elementary school years. It expands an earlier study to include an examination of the impact of HIPPY on home educational environment as well as school performance. While the original model validation report only evaluated effects at the end of the program, this report presents findings on the children 1 year later. Study sites were chosen in cities in Arkansas and New York. Sample and comparison sample sizes varied from 63 to 38 families in Arkansas depending on the time sampled, and from 25 to 66 in New York. Positive results for the first cohort studied in both cities were impressive. HIPPY students outperformed their peers in school as measured through objective tests and teacher ratings. These findings were not replicated in the cohort from the second study, and attrition analyses did not reveal a compelling explanation for this failure to replicate the results. Appendixes include the program manual, information and followup forms, and attrition analyses for both sites. (Contains 8 tables and 45 references.) (SLD)

ED 402 407 UD 031 431

Slipping through the Cracks: Three Years Later. A Paper of the Westchester Initiative for Homeless Children.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Children; Educational Change; *Educational Policy; Elementary Secondary Education; *Homeless People; Longitudinal Studies; Program Development; Program Effectiveness; *Social Services; Student Mobility
IDENTIFIERS- *New York (Westchester County); *Stewart B McKinney Homeless Assistance Act 1987

The Westchester Initiative for Homeless Children is an effort of the Plan for Social Excellence, Inc., to improve education. This report updates a 1993 report that studied the limited successes and ongoing challenges of educating homeless children in Westchester County (New York). This update examines changes in educational policy since the first study and assesses progress over the past 3 years. Data sources include Census figures, state legislation, other document reviews, information from advocacy groups, and an interview with an administrator from the county's homeless student program. The county has made an exemplary response to the problems of homeless children, largely through a collaborative program for homeless students. In 1995, 814 school-age children were identified as homeless in the county, and the program serves 850 to 900 students at any given time. New York State has established policy to ease school residency problems of homeless children in accord with the provisions of the McKinney Act for the homeless. Policy recommendations for the improvement of services begin by suggesting that the distribution and oversight of McKinney funds be improved. Student counting methods and records should be improved to allow clearer identification of problems, and more information should be available to improve access to services, participation in programs, and to reduce absenteeism. Interagency cooperation is necessary to assure the success of

(SLD)

ED 402 329 TM 025 831

Bond, Linda A.; King, Diane
State High School Graduation Testing: Status and Recommendations.
PUB DATE- Nov 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Criterion Referenced Tests; Databases; *Graduation Requirements; *High Schools; High School Students; Legal Problems; Multiple Choice Tests; Program Development; Program Implementation; *State Programs; *State Standards; Surveys; *Testing Programs; *Test Use; Writing Tests
IDENTIFIERS- Exit Examinations; High Stakes Tests; Test Directors

This paper explores some of the obstacles to implementation of tests required for graduation by describing state programs in existence as of October 1994 in which students were required to pass a test in order to receive a high school diploma. A survey of state testing directors used to construct the State Student Assessment Program Database was supplemented by telephone surveys and interviews with state and local education officials in the states reporting use of high school graduation tests. The push for including more complex skills and setting higher standards on graduation tests is perhaps the fundamental dilemma states face in developing or modifying their programs. However, as of October 1994, 18 states operated some form of high school graduation test. These states tend to be located along the southern and eastern coasts. Most state testing programs assess students in grades 10 or 11 with a criterion-referenced test and a writing sample on the subjects of reading and mathematics. Every state relies on multiple-choice tests, primarily due to the high-stakes nature of these tests and the related technical quality issues. There is no single model followed by all states, but all have faced similar legal and educational challenges in the implementation of their programs. Recommendations are made for the design or implementation of state testing programs. An appendix lists state graduation testing programs. (Contains 27 references.) (SLD)

ED 402 330 TM 025 832

Phelps, Richard P.
Test Basher Benefit-Cost Analysis.
PUB DATE- Mar 96
NOTE- 18p.; Version of a paper presented at the Annual Meeting of the American Education Finance Association (1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Cost Effectiveness; Educational History; Elementary Secondary Education; Equal Education; Public Opinion; *Standardized Tests; *State Programs; Test Bias; *Testing Programs; *Test Use; Test Validity

Starting in the late 1980s, two teams of researchers, well known for their criticism of standardized tests on equity and validity grounds, began attacking standardized testing on efficiency grounds as well, using cost-benefit analysis to do it. Their analyses are reviewed, and their conclusions discussed. The first team, Lorrie A. Shepard, Amelia E. Kreitzer, and M. Elizabeth Graue, wrote "A Case Study of the

Department of Education assessment program (in a moderately sized Southern state) and the state education performance indicator program to construct both achievement and participation school effectiveness indexes. School effectiveness was then assessed using the achievement index alone, the behavior index alone, and both together. The application of these indexes resulted in differing effectiveness classifications for the sample schools. The next planned phase of the research will visit outlier schools to gather qualitative information about how well the indexes reflect actual conditions. The newly developed participation indicator has the potential to enhance school effectiveness research. (Contains 6 tables and 22 references.) (SLD)

ED 402 349 TM 025 986

Gilbert, Steven K.
Arithmetic Story Grammar: Using Literary Devices To Analyze and Categorize Story Problems.
PUB DATE- 8 Apr 96
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; Classification; Coherence; *Comprehension; Equations (Mathematics); *Mathematical Models; Problem Solving; *Reader Text Relationship; Semantics; *Story Grammar; Syntax; Text Structure; *Word Problems (Mathematics)

The concept of Arithmetic Story Grammar is introduced. Arithmetic Story Grammar maintains that any equation containing a single operand tells, in and of itself, a complete story with a setting, plot, theme, and resolution. Multiple-operand equations differ from their single-operand siblings only in the number of actions undertaken and the number of themes. There are similarities between reading and mathematics that make extending the use of story grammar beyond the reading of graphemic text and into mathematical story problems and ideographic script. A conceptual model of single-operand equation is introduced that roots itself in literary analysis. Research has found that familiarity with syntax and semantics facilitates comprehension and mathematical problem solving. Instruction in story grammar provides positive effects on the comprehension of stories. Only one study has been located regarding story grammar and mathematics. The study's results were inconclusive, but the approach seems promising for enhancing problem solving. A taxonomy of mathematical story genres is presented, based on the analysis of addition, subtraction, multiplication, and division in single-operand stories and equations. (Contains 1 table, 4 figures, and 65 references.) (SLD)

ED 402 350 TM 025 987

Hall, Carroll L.; And Others
The New Mexico 1994-95 Accountability Report.
PUB DATE- Nov 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

Student Success No. 108.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; Career Development; *Education Work Relationship; High Risk Students; High Schools; *High School Students; Inner City; National Surveys; *Noncollege Bound Students; *Relevance (Education); Student Attitudes; Urban Schools; *Urban Youth; Vocational Education; *Vocational Interests
IDENTIFIERS- High School and Beyond (NCES); United States (Mid Atlantic States)

A research project has been conducted to examine the transition from school to work, to explore how this transition does or does not work for inner-city high school and other at-risk students, and to propose school policy and program changes to increase the likelihood of a successful transition. Data were derived from the High School and Beyond Survey, a longitudinal study of a large national sample of students who were high school sophomores in 1980. This report describes findings from the descriptive phase of the project. The analysis is based on dividing the cohort into inner-city and noninner-city subcohorts. Comparison of these groups indicated that inner-city youth were more likely to have dropped out between their sophomore and senior years. Both groups showed approximately equal interest in obtaining a job, but inner-city youth were less successful in finding jobs even though the gap between the two groups decreased between 1980 and 1982. Results do not support conventional wisdom about the irreversible and increasing despair among inner-city adolescents. They do suggest that inner-city youth have the same employment aspirations as noninner-city youth, have more difficulty, possess fewer job search skills, but eventually catch up. Helping students make a successful transition to work should be part of the empowerment zone legislation and other programs for urban improvement. Three related publications are listed. (Contains one table.) (SLD)

ED 402 369 UD 031 384

Wong, Kenneth K.; And Others
When Federal Title I Works To Improve Student Learning in Inner-City Schools: Lessons Learned in Schoolwide Projects in Minneapolis. Spotlight on Student Success No. 112.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Compensatory Education; Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; Federal Legislation; *Inner City; Low Income Groups; Minority Groups; Primary Education; Program Evaluation; *Urban Schools
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I; *Minneapolis Public Schools MN

This article presents data on four schools in the Minneapolis (Minnesota) Public School District that are implementing

urban school with about 45% Hispanic enrollment, and the Center for Research on the Education of Children Placed at Risk are working together to implement a Talent Development Middle School model of schooling. Part of this effort includes use of the Student Team Reading (STR) Program, which changes both the instructional processes and curriculum in Reading, English, and Language Arts (RELA) to create a motivational climate that is conducive to learning and personal development. Teachers at Central East Middle School were trained in STR in the summer of 1995 and received curricular materials and technical support throughout the first semester of the 1995-1996 school year. Implementation and outcome data were collected in February 1996 at the school and a matched comparison school from 1,776 students from 72 RELA classrooms, 34 of which were at Central East Middle School. Hierarchical linear modeling (HLM) analyses revealed that STR was used significantly more at Central East Middle School than at the control school. Further HLM analyses suggest that STR implementation helps create classrooms where peer support for achievement is high, where student-teacher relations are positive, and where students are confident both in their ability to learn and in the future utility of what they are learning. An appendix contains "Teacher's Treasure Hunts" activities for the classroom. (Contains 3 tables, 2 figures, and 23 references.) (Author/SLD)

ED 402 389   UD 031 412

Campus of Learners. Designation Kit.
PUB DATE- Apr 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Computer Literacy; Economic Factors; *Employment Opportunities; Empowerment; *Federal Programs; *Housing; *Job Training; Partnerships in Education; Program Development; Public Agencies; Residential Institutions; Technological Advancement; Telecommunications
IDENTIFIERS- Department of Housing and Urban Development

The Campus of Learners Initiative is one of a series of programs developed by the U.S. Department of Housing and Urban Development (HUD) to empower people and communities by encouraging citizens to work together to create jobs and economic opportunities. This booklet describes the initiative and tells potential participants what they need to do to earn the Campus of Learners designation. HUD will designate between 15 and 20 Campus of Learning sites. Designations will be awarded to public housing agencies (PHAs) that prepare creative strategic plans to provide residents with education, job training, and employment opportunities involving computer and telecommunications technology through a college campus-style setting. Key principles of the initiative are: (1) strategic vision for change; (2) economic opportunities for residents; (3) education, training, and access to technology; and (4) community-based partnerships. A number of activities may be undertaken by Campus of Learning projects. HUD will provide substantive support and technical assistance that will augment the investments the community makes. This support will include waivers and allowances, technical assistance, private sector contributions, and the opportunity to use HUD capital funding. What to include when requesting Campus of Learning designation is specified. An appendix describes five partnership-operated job training programs in existence. (SLD) the McKinney Act and related programs provided by Westchester County. (Contains 73 references.) (SLD)

ED 402 408 UD 031 432

de Acosta, Martha
The Cornerstone Project: Building a Foundation for Urban Adolescent Learning. Research Report #14.
SPONS. AGENCY- Cleveland Foundation, Ohio.; Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; High Risk Students; High Schools; High School Students; *Leadership; Magnet Schools; Professional Development; Program Development; Secondary School Teachers; *Staff Development; Urban Schools; *Urban Youth
IDENTIFIERS- *Cleveland Public Schools OH; Student Engagement

The Cornerstone Project was developed to build a strong foundation for urban adolescent student learning through staff development and student leadership development. This report summarizes its implementation and objectives and considers the responses of students and teachers. The program was developed at the Martin Luther King Law and Public Service Magnet School, Cleveland (Ohio). Enhanced student achievement at the school was the ultimate expected outcome. Thirteen de facto student leaders (students recognized as leaders with behaviors that educators considered negative) and eight leaders by virtue of election to student office (de jure leaders) were recruited for leadership training. Fifty-five teachers and counselors participated in one orientation and nine professional development workshops. Outcome and process evaluations examined both components of the program. Half of the de facto leaders completed the program. Students had been selected because of their degree of disengagement and influence over their peers, and these very qualities made working with them difficult. Outcomes of the professional development component were positive, with positive teacher reactions to the workshops and the facilitator. Lessons from the project are being used to build on its accomplishments and to strengthen professional development and student engagement. (Contains one figure and one reference.) (SLD)

ED 402 409 UD 031 433

de Acosta, Martha
Characteristics of Successful Recruitment and Retention Programs for Latino Students. Research Report #15.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission (School); Career Education; *College Bound Students; Cultural Awareness; Developmental Studies Programs; Higher Education; High Schools; *High School Students; *Hispanic Americans; Low Income Groups; Program Development; Remedial Programs; *School Holding Power; *Student Recruitment; Thinking Skills
IDENTIFIERS- *Latinos

Programs aimed at improving the high school graduation rate of

Texas Teacher Test," published as a report of the Center for Research on Evaluation, Standards, and Student Testing and as an article in "Education Researcher." The second team, Walter M. Haney, George F. Madau, and Robert Lyons, wrote the book "The Fractured Marketplace for Standardized Testing," a survey of the industry and a cost-benefit analysis. Correcting for some of the more obvious mistakes of the authors of the analysis of the Texas program pushes the program's net benefits into the black by a wide margin. The analysis of Haney et al. also fails to convince that the costs outweigh the benefits. Concerned and well-trained educators in state agencies and local school districts make the decisions to purchase or develop standardized tests for reasons that are neither unfair nor sinister. They believe that the benefits outweigh the costs, and this belief is shared by much of the public. (Contains 7 tables and 16 references.) (SLD)

(Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Accountability; Achievement Tests; American Indians; College Bound Students; *Educational Finance; Educational Trends; Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduation; Hispanic Americans; Public Schools; Report Cards; Special Education; *State Programs; Tables (Data); Teacher Salaries; *Testing Programs

IDENTIFIERS- Educational Indicators; *New Mexico

The "Accountability Report" provides indicators of the condition of Public Education in New Mexico, and is published each year by the State Department of Education. The report provides narrative and statistical information on an array of educational indicators, which include enrollment trends, funding and expenditures, graduation and college-bound statistics, specialized program support, and student achievement information. Over the past 3 years student enrollment in New Mexico schools has grown by 3% to 325,000 students. Growth has been significant in special education, as well as in elementary and secondary education. The past 3 years have also seen a continued shift in the ethnic makeup of the student population, with increases in the percentage of Hispanic and Native American students and decreases in the Anglo population. In the 1994-95 school year, the student population was 39.9% Anglo, 46.4% Hispanic, 10.4% Native American, 2.4% African American, and 1.0% Asian. State appropriations to the public schools have increased over the past 3 years, and teacher salaries have begun to catch up to the national average. (Contains 10 figures, 23 tables, and 12 references.) (SLD)

schoolwide projects under Title I. The Title I schoolwide project was adopted in Minneapolis in 1990 to accommodate a growing population of low-income, educationally disadvantaged students in the primary grades. Evaluation of program effects and achievement gains found that low-income African American students were not always the lowest achieving students, a finding that is in contrast to the district as a whole, where such students are consistently at the bottom. This finding suggests that the schoolwide Title I programs are contributing to the achievement of low-income African American students. Low-income students in the project schools made significant gains when compared to low-income students in the nonproject schools. It may be that the potential inclusion of all students in the schoolwide program mitigates the stigma attached to Title I education. These results support the schoolwide projects and indicate their advantages. (SLD)

ED 402 370   UD 031 386

Schwartz, Wendy
After-School Programs for Urban Youth. ERIC/CUE Digest No. 114.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *After School Programs; Community Involvement; Elementary Secondary Education; *Enrichment Activities; Extended School Day; *Extracurricular Activities; Low Income Groups; Parent Participation; Poverty; *Program Development; *School Recreational Programs; Urban Schools; *Urban Youth
IDENTIFIERS- ERIC Digests

This digest describes the creation and operation of after school programs for poor urban students. Schools often sponsor such programs and find the advantages to be the credibility lent by the school, continuity of care, and easy access to resources. Some of the disadvantages to school sponsorship are higher personnel costs, the possibility of budget cuts, and the perception by students that the program is merely an extension of the school day. Many community and religious organizations also sponsor after school programs. The usual goals of these programs, which attempt to be fun, challenging, and comforting, are: (1) psychosocial development; (2) education; (3) recreation; and (4) career awareness. Considerations of student recruitment, parent participation, and community involvement must be factored into program planning. Effective recruitment and use of program staff and program evaluation are additional aspects program planners must consider. (Contains 10 references.) (SLD)

ED 402 390 UD 031 413

African Americans Who Made a Difference. 15 Plays for the Classroom.
PUB DATE- 96
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biographies; *Blacks; Cultural Awareness; Cultural Enrichment; *Curriculum Enrichment; *Drama; Elementary Education; *Multicultural Education; Teaching Methods
IDENTIFIERS- *African Americans

These easy-to-read classroom plays are about 15 African American men and women in a variety of vocations. The plays are designed to enhance the curriculum and to make social studies come alive for the student as they bolster language-arts teaching. Each play includes a Teacher's Guide that contains some quotes from the featured person and a brief biography. A bibliography lists age-appropriate titles to help children learn more about these people. The guide ends with activities designed to strengthen students' thinking, oral, writing, and research skills. The plays are about: (1) Alvin Ailey, Jr.; (2) Romare Bearden; (3) George Washington Carver; (4) Shirley Chisholm; (5) Frederick Douglass; (6) Langston Hughes; (7) Martin Luther King, Jr.; (8) Thurgood Marshall; (9) Rosa Parks; (10) Jackie Robinson; (11) Sojourner Truth; (12) Harriet Tubman; (13) Ida B. Wells-Barnett; (14) Phillis Wheatley; and (15) Malcolm X. (SLD)

ED 402 391 UD 031 414

Hewitt, Roger
Routes of Racism. The Social Basis of Racist Action.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Attitudes; *Culture; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Minority Groups; Parent Influence; *Racial Bias; Racial Discrimination; *Social Influences; Sociocultural Patterns; Urban Problems; Urban Schools; *Urban Youth
IDENTIFIERS- *England

This book is an account of a study of racism among young people in the central and southern parts of the London (England) Borough of Greenwich. It builds upon an earlier study in the Thamemead area in seeking to understand the social basis of racist activity in order to design strategies to combat it. Greenwich is an area that has experienced considerable racial tension, including the highly publicized murder of a young black man. The ethnic minority population of the borough is about 13%, representing various ethnic groups. Observations and interviews with young people in Greenwich identified high levels of racism among adolescents aged 14 to 17 in areas where there were relatively few minority families. Many of the young people proclaimed their racism openly, although the seriousness of racial assaults and harassment was widely denied among both adolescent and adult populations. Racist activities were mainly

Latino students and their college recruitment, retention, and graduation have increased in recent years, but they have seldom been evaluated. To improve the design of such programs, an in-depth analysis was conducted of 15 programs identified through a literature search. Need for financial aid was often the only factor addressed by early programs, and making college affordable continues to be an important link to recruitment and retention of low- and middle-income students. Later programs addressed other aspects of Latino student participation, such as mastering cognitive skills and career decision points. A recent added component is helping students negotiate the institutional culture of the schools they attend. A program model is developed with the following seven key features of successful programs: (1) sensitivity to individual students; (2) sensitivity to students' culture; (3) sensitivity to the institution where the program is located; (4) pro-active interventions; (5) a focus on accelerated, enriched learning; (6) small program size; and (7) partnering with family and community. Programs for Latinos have become more complex and their impact has been amplified, but ways of making recruitment, retention, and graduation programs more effective are still needed. An appendix contains a chart of successful programs. (Contains 14 references.) (SLD)

ED 402 410   UD 031 434

Volk, Dinah
Continuities and Discontinuities in Question Use: Puerto Rican Kindergartners at Home and at School. Research Report #11.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Bilingual Education; Educational Practices; Ethnography; Family Environment; Hispanic Americans; Kindergarten; *Kindergarten Children; *Parent Child Relationship; Primary Education; *Puerto Ricans; *Questioning Techniques; Spanish Speaking; Teaching Methods
IDENTIFIERS- *Continuity; *Discontinuity; Hispanic American Students; Latinos; Questions

This study explores continuities and discontinuities between patterns of question use during lessons in a bilingual classroom and in the homes of two Spanish-dominant Puerto Rican kindergartners. Ethnographic techniques, including participant observation, audiotaping, and interviews were used to collect data in the classroom and the homes over the course of 1 school year. Qualitative and quantitative techniques were integrated into the data analysis. Both continuities and discontinuities were found in question use in the two settings. The teacher used three patterns of questioning, including the recitation script which is associated with teacher-centered lessons in school. The mothers used the same script in lessons, though the children participated more actively in the script at home than they did at school. Question use was more elaborated in school, and requests for clarification were used more frequently at home. Implications for teaching practice and for further research with Latino families are discussed, as is the need to recognize and build on the convergence of language use and interaction practices in homes and schools. (Contains 3 tables and 37 references.) (Author/SLD)

ED 402 411   UD 031 435

Aber, Joanne

Getting a College Degree Fast: Testing Out & Other Accredited Short Cuts.
247p. 0mf. L3 ED 401 780

Abhau, Marcy, Ed.

Architecture in Education: A Resource of Imaginative Ideas and Tested Activities.
240p. 3mf. L2 ED 402 215

Abif, Khafre K., Ed.

In Our Own Voices: The Changing Face of Librarianship.
434p. 0mf. L3 ED 401 890

Achilles, C. M.

If We're Rebuilding Education, Let's Start with a Firm Foundation.
23p. 1mf. L1 ED 401 647

Problem-Based Learning (PBL) as a School-Improvement Vehicle.
24p. 1mf. L1 ED 401 631

Acredolo, Linda

Baby Signs: How To Talk with Your Baby before Your Baby Can Talk.
160p. 0mf. L3 ED 402 011

Adelman, Nancy E.

The Challenge of Linking Plans for School-to-Work Opportunity Systems. Fourth in a Series on School-to-Work Implementation.
23p. 1mf. L1 ED 401 463

Adler, C. Ralph

The Give and Take of Mentoring.
7p. 1mf. L1 ED 402 031

Ajayi, J. F. Ade

The African Experience with Higher Education.
276p. 0mf. L3 ED 401 831

Akyel, Ayse

Composing in First and Second Languages: Possible Effects of EFL Writing Instruction.
31p. 1mf. L1 ED 401 719

Albelda, Randy

The War on the Poor. A Defense Manual.
146p. 2mf. L2 ED 402 371

Alden, Sally Bowman, Ed.

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(131) Reference Materials - Bibliographies

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(142) Reports - Evaluative

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(132) Reference Materials - Directories/Catalogs

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CE - Adult, Career, and Vocational Education

CE071252	ED401378
CE071253	ED401379
CE071861	ED401380
CE071887	ED401381//
CE071930	ED401382
CE071972	ED401383
CE072728	ED401384
CE072775	ED401385
CE072791	ED401386
CE072827	ED401387
CE072865	ED401388
CE072867	ED401389
CE072872	ED401390
CE072875	ED401391
CE072877	ED401392
CE072878	ED401393
CE072879	ED401394
CE072880	ED401395
CE072882	ED401396
CE072884	ED401397
CE072885	ED401398
CE072887	ED401399
CE072888	ED401400
CE072890	ED401401
CE072891	ED401402
CE072894	ED401403
CE072895	ED401404//
CE072896	ED401405
CE072897	ED401406
CE072898	ED401407
CE072899	ED401408
CE072900	ED401409
CE072901	ED401410
CE072902	ED401411
CE072903	ED401412
CE072904	ED401413
CE072905	ED401414
CE072906	ED401415
CE072907	ED401416
CE072908	ED401417
CE072909	ED401418
CE072910	ED401419
CE072911	ED401420
CE072912	ED401421
CE072913	ED401422
CE072915	ED401423
CE072916	ED401424
CE072917	ED401425
CE072918	ED401426
CE072919	ED401427
CE072920	ED401428
CE072921	ED401429
CE072922	ED401430
CE072924	ED401431
CE072925	ED401432
CE072926	ED401433
CE072927	ED401434

SE - Science, Mathematics, ans Environmental Education (continue)

SE059186	ED402162
SE059204	ED402163
SE059206	ED402164
SE059214	ED402165
SE059231	ED402166
SE059255	ED402167//
SE059256	ED402168//
SE059257	ED402169//
SE059307	ED402170
SE059308	ED402171
SE059335	ED402172
SE059336	ED402173
SE059368	ED402174//
SE059389	ED402175
SE059405	ED402176
SE059434	ED402177
SE059435	ED402178
SE059436	ED402179
SE059440	ED402180
SE059441	ED402181
SE059444	ED402182//
SE059447	ED402183//
SE059449	ED402184
SE059451	ED402185
SE059452	ED402186//
SE059459	ED402187
SE059471	ED402188
SE059473	ED402189
SE059474	ED402190
SE059486	ED402191
SE059497	ED402192
SE059498	ED402193//
SE059503	ED402194
SE059509	ED402195
SE059511	ED402196//
SE059526	ED402197
SE059527	ED402198
SE059531	ED402199
SE059532	ED402200
SE059537	ED402201
SE059543	ED402202
SE059558	ED402203
SE059566	ED402204
SE059579	ED402205
SE059593	ED402206//
SE059594	ED402207//
SE059596	ED402208
SE059602	ED402209

SO - Social Studies/Social Science Education

SO025128	ED402210
SO025137	ED402211
SO025138	ED402212
SO025394	ED402213
SO025713	ED402214
SO025715	ED402215
SO025716	ED402216
SO025736	ED402217
SO026019	ED402218
SO026086	ED402219
SO026092	ED402220

CE072928	ED401435
CE072929	ED401436
CE072930	ED401437
CE072931	ED401438
CE072932	ED401439
CE072933	ED401440
CE072934	ED401441
CE072935	ED401442
CE072936	ED401443
CE072937	ED401444
CE072938	ED401445
CE072939	ED401446
CE072940	ED401447
CE072946	ED401448
CE072949	ED401449
CE072953	ED401450
CE072958	ED401451
CE072960	ED401452
CE072961	ED401453
CE072962	ED401454
CE072963	ED401455
CE072964	ED401456
CE072966	ED401457
CE072967	ED401458
CE072969	ED401459
CE072976	ED401460
CE072983	ED401461
CE072986	ED401462
CE072987	ED401463
CE072988	ED401464
CE072993	ED401465
CE072994	ED401466
CE073006	ED401467
CE073007	ED401468
CE073008	ED401469
CE073009	ED401470
CE073010	ED401471//
CE073011	ED401472
CE073012	ED401473
CE073013	ED401474
CE073014	ED401475
CE073015	ED401476
CE073016	ED401477
CE073017	ED401478
CE073023	ED401479
CE073024	ED401480
CE073033	ED401481
CE073035	ED401482
CE073040	ED401483
CE073047	ED401484//
CE073048	ED401485
CE073050	ED401486
CE073051	ED401487
CE073053	ED401488
CE073056	ED401489
CE073057	ED401490
CE073058	ED401491
CE073457	ED401492
CE073458	ED401493
CE073459	ED401494

CG - Counseling and Student Services

CG025813	ED401495

SO026108	ED402221
SO026132	ED402222
SO026145	ED402223
SO026174	ED402224
SO026175	ED402225
SO026189	ED402226
SO026190	ED402227
SO026192	ED402228
SO026195	ED402229
SO026199	ED402230
SO026200	ED402231
SO026206	ED402232
SO026208	ED402233
SO026214	ED402234
SO026224	ED402235
SO026240	ED402236
SO026243	ED402237
SO026350	ED402238
SO026351	ED402239
SO026352	ED402240
SO026389	ED402241
SO026417	ED402242//
SO026418	ED402243//
SO026560	ED402244
SO026561	ED402245
SO026593	ED402246
SO026716	ED402247
SO026769	ED402248
SO026770	ED402249
SO026782	ED402250
SO026793	ED402251
SO026889	ED402252
SO027009	ED402253
SO027191	ED402254
SO027192	ED402255
SO027193	ED402256
SO027198	ED402257
SO027210	ED402258//
SO027359	ED402259
SO027361	ED402260
SO027365	ED402261
SO027452	ED402262
SO027453	ED402263
SO027454	ED402264
SO027455	ED402265//
SO027458	ED402266//
SO027532	ED402267//
SO027533	ED402268//

SP - Teaching and Teaching Education

SP036731	ED402269
SP036847	ED402270
SP036852	ED402271
SP036869	ED402272
SP036870	ED402273
SP036888	ED402274
SP037005	ED402275
SP037012	ED402276
SP037022	ED402277
SP037023	ED402278
SP037024	ED402279
SP037028	ED402280
SP037029	ED402281

CG027020	ED401496
CG027021	ED401497
CG027022	ED401498
CG027023	ED401499
CG027024	ED401500
CG027025	ED401501
CG027026	ED401502
CG027027	ED401503
CG027028	ED401504
CG027029	ED401505
CG027075	ED401506
CG027109	ED401507
CG027125	ED401508
CG027143	ED401509
CG027144	ED401510
CG027145	ED401511
CG027164	ED401512
CG027166	ED401513
CG027432	ED401514
CG027440	ED401515
CG027451	ED401516
CG027543	ED401517
CG027544	ED401518

CS - Reading, English, and Communication

CS012638	ED401519//
CS012639	ED401520
CS012642	ED401521//
CS012644	ED401522//
CS012645	ED401523
CS012647	ED401524
CS012648	ED401525
CS012649	ED401526//
CS012650	ED401527
CS012651	ED401528
CS012652	ED401529
CS215477	ED401530
CS215478	ED401531
CS215479	ED401532
CS215491	ED401533
CS215495	ED401534
CS215496	ED401535//
CS215536	ED401536
CS215538	ED401537
CS215539	ED401538
CS215541	ED401539
CS215542	ED401540
CS215544	ED401541
CS215545	ED401542
CS215547	ED401543
CS215548	ED401544
CS215552	ED401545
CS215553	ED401546
CS215554	ED401547
CS215556	ED401548
CS215557	ED401549
CS215558	ED401550
CS215559	ED401551
CS215560	ED401552
CS215561	ED401553
CS215562	ED401554
CS215563	ED401555
CS215564	ED401556//

SP037033	ED402282
SP037038	ED402283
SP037042	ED402284
SP037043	ED402285
SP037044	ED402286
SP037045	ED402287//
SP037046	ED402288//
SP037047	ED402289
SP037048	ED402290
SP037050	ED402291
SP037051	ED402292//
SP037052	ED402293//
SP037053	ED402294//
SP037054	ED402295//
SP037055	ED402296
SP037056	ED402297
SP037060	ED402298
SP037061	ED402299
SP037062	ED402300
SP037063	ED402301
SP037064	ED402302
SP037066	ED402303//
SP037067	ED402304
SP037069	ED402305
SP037070	ED402306
SP037071	ED402307
SP037072	ED402308
SP037075	ED402309
SP037080	ED402310
SP037081	ED402311

TM - Assessment and Evaluation

TM025275	ED402312
TM025803	ED402313
TM025804	ED402314//
TM025806	ED402315
TM025808	ED402316
TM025809	ED402317
TM025810	ED402318
TM025811	ED402319
TM025812	ED402320
TM025815	ED402321
TM025819	ED402322
TM025821	ED402323
TM025822	ED402324
TM025824	ED402325
TM025827	ED402326
TM025829	ED402327
TM025830	ED402328
TM025831	ED402329
TM025832	ED402330
TM025856	ED402331
TM025859	ED402332
TM025908	ED402333
TM025910	ED402334
TM025914	ED402335
TM025915	ED402336
TM025916	ED402337
TM025921	ED402338
TM025924	ED402339
TM025927	ED402340
TM025929	ED402341
TM025934	ED402342

CS215565	ED401557
CS215566	ED401558//
CS215567	ED401559
CS215568	ED401560
CS215569	ED401561
CS215570	ED401562
CS215571	ED401563
CS215572	ED401564
CS215573	ED401565
CS215574	ED401566
CS215575	ED401567
CS215576	ED401568
CS215577	ED401569
CS215578	ED401570
CS215579	ED401571
CS215580	ED401572
CS215582	ED401573
CS215584	ED401574
CS509323	ED401575
CS509335	ED401576
CS509346	ED401577
CS509368	ED401578
CS509369	ED401579
CS509373	ED401580//
CS509374	ED401581//
CS509375	ED401582
CS509376	ED401583
CS509377	ED401584
CS509378	ED401585
CS509379	ED401586
CS509380	ED401587
CS509381	ED401588
CS509382	ED401589
CS509383	ED401590//
CS509385	ED401591
CS509386	ED401592
CS509387	ED401593
CS509388	ED401594

EA - Educational Management

EA027548	ED401595
EA027671	ED401596
EA027901	ED401597
EA027924	ED401598
EA028026	ED401599
EA028027	ED401600
EA028028	ED401601
EA028029	ED401602
EA028030	ED401603
EA028034	ED401604//
EA028035	ED401605//
EA028036	ED401606//
EA028038	ED401607//
EA028039	ED401608//
EA028040	ED401609//
EA028041	ED401610
EA028042	ED401611
EA028043	ED401612
EA028044	ED401613
EA028045	ED401614
EA028046	ED401615
EA028048	ED401616
EA028049	ED401617

TM025962	ED402343
TM025963	ED402344
TM025965	ED402345
TM025976	ED402346
TM025978	ED402347
TM025982	ED402348
TM025986	ED402349
TM025987	ED402350
TM025988	ED402351
TM025989	ED402352
TM026200	ED402353
TM026240	ED402354//
TM026241	ED402355//
TM026242	ED402356
TM026243	ED402357
TM026244	ED402358

UD - Urban Education

UD031357	ED402359
UD031362	ED402360
UD031375	ED402361
UD031376	ED402362
UD031378	ED402363
UD031379	ED402364
UD031380	ED402365
UD031381	ED402366
UD031382	ED402367
UD031383	ED402368
UD031384	ED402369
UD031386	ED402370
UD031387	ED402371
UD031388	ED402372
UD031389	ED402373//
UD031390	ED402374//
UD031391	ED402375//
UD031392	ED402376//
UD031394	ED402377//
UD031396	ED402378//
UD031397	ED402379//
UD031400	ED402380
UD031401	ED402381
UD031403	ED402382
UD031404	ED402383
UD031405	ED402384
UD031406	ED402385
UD031408	ED402386
UD031409	ED402387
UD031410	ED402388
UD031412	ED402389
UD031413	ED402390//
UD031414	ED402391//
UD031415	ED402392//
UD031416	ED402393//
UD031417	ED402394//
UD031418	ED402395
UD031419	ED402396
UD031421	ED402397
UD031422	ED402398
UD031423	ED402399
UD031424	ED402400
UD031425	ED402401
UD031426	ED402402
UD031427	ED402403

EA028051	ED401618
EA028052	ED401619
EA028053	ED401620
EA028056	ED401621//
EA028057	ED401622//
EA028058	ED401623//
EA028060	ED401624//
EA028061	ED401625
EA028062	ED401626
EA028069	ED401627//
EA028070	ED401628//
EA028071	ED401629//
EA028074	ED401630
EA028075	ED401631
EA028078	ED401632
EA028079	ED401633
EA028083	ED401634
EA028084	ED401635
EA028085	ED401636
EA028087	ED401637
EA028089	ED401638
EA028090	ED401639
EA028091	ED401640
EA028092	ED401641
EA028093	ED401642
EA028095	ED401643
EA028097	ED401644
EA028098	ED401645
EA028099	ED401646
EA028101	ED401647
EA028102	ED401648
EA028103	ED401649
EA028104	ED401650
EA028105	ED401651

EC - Disabilities and Gifted Education

EC304621	ED401652
EC305098	ED401653//
EC305099	ED401654//
EC305100	ED401655//
EC305101	ED401656//
EC305102	ED401657//
EC305103	ED401658
EC305104	ED401659
EC305105	ED401660
EC305106	ED401661
EC305107	ED401662
EC305122	ED401663
EC305123	ED401664
EC305126	ED401665//
EC305127	ED401666
EC305128	ED401667
EC305158	ED401668
EC305159	ED401669
EC305160	ED401670
EC305161	ED401671
EC305162	ED401672
EC305163	ED401673
EC305164	ED401674
EC305165	ED401675
EC305166	ED401676//
EC305167	ED401677
EC305168	ED401678

UD031428	ED402404
UD031429	ED402405
UD031430	ED402406
UD031431	ED402407
UD031432	ED402408
UD031433	ED402409
UD031434	ED402410
UD031435	ED402411//
UD031436	ED402412//
UD031437	ED402413//
UD031438	ED402414//
UD031439	ED402415//
UD031440	ED402416

EC305169	ED401679
EC305170	ED401680
EC305172	ED401681
EC305173	ED401682//
EC305174	ED401683
EC305175	ED401684
EC305176	ED401685
EC305177	ED401686
EC305178	ED401687
EC305179	ED401688
EC305180	ED401689//
EC305181	ED401690
EC305182	ED401691
EC305183	ED401692
EC305184	ED401693
EC305187	ED401694
EC305188	ED401695
EC305189	ED401696
EC305198	ED401697//
EC305199	ED401698
EC305200	ED401699
EC305202	ED401700
EC305203	ED401701
EC305204	ED401702
EC305205	ED401703
EC305206	ED401704
EC305222	ED401705

FL - Language and Linguistics

FL022728	ED401706
FL022950	ED401707
FL023154	ED401708
FL023174	ED401709
FL023265	ED401710
FL023301	ED401711
FL023663	ED401712
FL023664	ED401713
FL023720	ED401714
FL023980	ED401715
FL023986	ED401716
FL024027	ED401717
FL024088	ED401718
FL024151	ED401719
FL024170	ED401720
FL024173	ED401721
FL024193	ED401722
FL024194	ED401723
FL024196	ED401724
FL024211	ED401725//
FL024212	ED401726
FL024213	ED401727
FL024216	ED401728
FL024217	ED401729
FL024218	ED401730
FL024219	ED401731
FL024220	ED401732
FL024221	ED401733
FL024222	ED401734
FL024223	ED401735
FL024224	ED401736
FL024225	ED401737
FL024228	ED401738
FL024229	ED401739

FL024231	ED401740
FL024234	ED401741
FL024235	ED401742
FL024236	ED401743
FL024237	ED401744
FL024239	ED401745//
FL024240	ED401746
FL024241	ED401747
FL024245	ED401748
FL024246	ED401749
FL024247	ED401750
FL024248	ED401751
FL024249	ED401752
FL024250	ED401753
FL024251	ED401754//
FL024252	ED401755
FL024253	ED401756
FL024254	ED401757
FL024255	ED401758
FL024256	ED401759
FL024257	ED401760
FL024260	ED401761
FL024261	ED401762
FL024262	ED401763
FL024263	ED401764
FL024265	ED401765
FL024275	ED401766
FL024280	ED401767
FL024281	ED401768
FL024411	ED401769

HE - Higher Education

HE029603	ED401770
HE029604	ED401771//
HE029605	ED401772
HE029606	ED401773
HE029607	ED401774
HE029608	ED401775//
HE029609	ED401776
HE029610	ED401777
HE029611	ED401778
HE029624	ED401779
HE029625	ED401780//
HE029626	ED401781//
HE029627	ED401782
HE029629	ED401783
HE029630	ED401784
HE029631	ED401785
HE029632	ED401786
HE029633	ED401787
HE029634	ED401788
HE029636	ED401789
HE029637	ED401790
HE029638	ED401791
HE029639	ED401792//
HE029640	ED401793//
HE029641	ED401794//
HE029642	ED401795//
HE029643	ED401796//
HE029644	ED401797//
HE029645	ED401798
HE029646	ED401799
HE029647	ED401800

HE029648	ED401801
HE029649	ED401802
HE029650	ED401803
HE029651	ED401804
HE029652	ED401805
HE029653	ED401806
HE029654	ED401807
HE029655	ED401808
HE029656	ED401809
HE029657	ED401810
HE029659	ED401811
HE029660	ED401812
HE029661	ED401813
HE029662	ED401814
HE029663	ED401815//
HE029664	ED401816//
HE029665	ED401817
HE029666	ED401818
HE029668	ED401819
HE029669	ED401820
HE029670	ED401821
HE029671	ED401822
HE029672	ED401823
HE029673	ED401824
HE029674	ED401825
HE029675	ED401826
HE029676	ED401827
HE029678	ED401828//
HE029679	ED401829
HE029680	ED401830
HE029681	ED401831//
HE029682	ED401832
HE029683	ED401833
HE029684	ED401834
HE029685	ED401835//
HE029686	ED401836//
HE029687	ED401837
HE029688	ED401838
HE029689	ED401839
HE029690	ED401840
HE029691	ED401841
HE029692	ED401842
HE029693	ED401843
HE029694	ED401844
HE029696	ED401845
HE029697	ED401846
HE029698	ED401847
HE029700	ED401848
HE029702	ED401849
HE029703	ED401850
HE029704	ED401851
HE029705	ED401852
HE029706	ED401853
HE029707	ED401854
HE029708	ED401855
HE029709	ED401856
HE029710	ED401857
HE029711	ED401858
HE029712	ED401859
HE029713	ED401860
HE029714	ED401861
HE029715	ED401862
HE029716	ED401863
HE029792	ED401864

HE029793	ED401865
HE029794	ED401866
HE029795	ED401867

IR - Information and Technology

IR017688	ED401868
IR017689	ED401869
IR018120	ED401870
IR018121	ED401871
IR018131	ED401872
IR018135	ED401873//
IR018138	ED401874
IR018139	ED401875
IR018140	ED401876
IR018141	ED401877
IR018142	ED401878
IR018143	ED401879
IR018175	ED401880//
IR018176	ED401881
IR018177	ED401882
IR018178	ED401883
IR018179	ED401884
IR018180	ED401885
IR018181	ED401886
IR018182	ED401887
IR056130	ED401888
IR056131	ED401889//
IR056132	ED401890//
IR056133	ED401891
IR056135	ED401892
IR056136	ED401893
IR056137	ED401894//
IR056138	ED401895//
IR056139	ED401896//
IR056140	ED401897//
IR056141	ED401898
IR056142	ED401899
IR056143	ED401900
IR056144	ED401901
IR056145	ED401902//
IR056146	ED401903
IR056147	ED401904
IR056178	ED401905
IR056181	ED401906
IR056182	ED401907
IR056183	ED401908
IR056184	ED401909//
IR056185	ED401910
IR056186	ED401911
IR056187	ED401912
IR056188	ED401913
IR056189	ED401914
IR056190	ED401915
IR056191	ED401916
IR056192	ED401917
IR056193	ED401918
IR056194	ED401919
IR056195	ED401920
IR056196	ED401921
IR056197	ED401922
IR056198	ED401923
IR056199	ED401924
IR056200	ED401925

IR056201	ED401926
IR056202	ED401927
IR056203	ED401928
IR056204	ED401929
IR056205	ED401930
IR056206	ED401931
IR056207	ED401932
IR056208	ED401933
IR056209	ED401934
IR056210	ED401935
IR056211	ED401936
IR056212	ED401937
IR056213	ED401938
IR056214	ED401939
IR056215	ED401940
IR056216	ED401941
IR056217	ED401942
IR056218	ED401943
IR056219	ED401944
IR056220	ED401945
IR056222	ED401946
IR056223	ED401947

JC - Community Colleges

JC960026	ED401948
JC960677	ED401949
JC960682	ED401950
JC960688	ED401951
JC960689	ED401952
JC960691	ED401953
JC960692	ED401954
JC960693	ED401955
JC960694	ED401956
JC960695	ED401957
JC960696	ED401958
JC960697	ED401959
JC960698	ED401960
JC960699	ED401961
JC960700	ED401962
JC960701	ED401963
JC960702	ED401964
JC970001	ED401965
JC970002	ED401966
JC970003	ED401967
JC970004	ED401968
JC970005	ED401969
JC970006	ED401970
JC970007	ED401971
JC970008	ED401972
JC970009	ED401973
JC970010	ED401974
JC970011	ED401975
JC970012	ED401976
JC970013	ED401977
JC970014	ED401978
JC970015	ED401979
JC970016	ED401980
JC970017	ED401981
JC970018	ED401982
JC970019	ED401983
JC970020	ED401984
JC970021	ED401985
JC970023	ED401986

JC970024	ED401987
JC970025	ED401988
JC970026	ED401989
JC970027	ED401990
JC970028	ED401991
JC970029	ED401992

PS - Elementary and Early Childhood Education

PS020755	ED401993
PS022135	ED401994
PS023513	ED401995
PS023549	ED401996
PS023762	ED401997
PS023974	ED401998
PS023978	ED401999
PS024034	ED402000
PS024289	ED402001
PS024349	ED402002
PS024427	ED402003
PS024480	ED402004
PS024605	ED402005
PS024612	ED402006//
PS024614	ED402007
PS024638	ED402008
PS024640	ED402009
PS024651	ED402010//
PS024666	ED402011//
PS024675	ED402012
PS024692	ED402013
PS024693	ED402014
PS024696	ED402015
PS024698	ED402016
PS024699	ED402017
PS024702	ED402018
PS024704	ED402019
PS024716	ED402020
PS024732	ED402021
PS024737	ED402022
PS024760	ED402023
PS024765	ED402024
PS024767	ED402025
PS024770	ED402026
PS024776	ED402027
PS024778	ED402028
PS024783	ED402029
PS024784	ED402030
PS024788	ED402031
PS024794	ED402032
PS024795	ED402033
PS024796	ED402034//
PS024797	ED402035
PS024798	ED402036
PS024800	ED402037//
PS024803	ED402038
PS024804	ED402039
PS024805	ED402040
PS024806	ED402041
PS024811	ED402042
PS024812	ED402043
PS024813	ED402044
PS024815	ED402045
PS024816	ED402046
PS024817	ED402047

PS024818	ED402048
PS024819	ED402049
PS024820	ED402050
PS024821	ED402051//
PS024822	ED402052//
PS024823	ED402053
PS024824	ED402054
PS024825	ED402055
PS024826	ED402056//
PS024827	ED402057
PS024828	ED402058
PS024829	ED402059
PS024830	ED402060
PS024831	ED402061
PS024833	ED402062
PS024834	ED402063//
PS024835	ED402064//
PS024836	ED402065//
PS024837	ED402066
PS024838	ED402067//
PS024840	ED402068
PS024843	ED402069
PS024846	ED402070
PS024847	ED402071
PS024848	ED402072
PS024849	ED402073
PS024850	ED402074//
PS024851	ED402075
PS024852	ED402076
PS024853	ED402077
PS024854	ED402078
PS024855	ED402079//
PS024857	ED402080//
PS024858	ED402081//
PS024859	ED402082//
PS024861	ED402083
PS024862	ED402084//
PS024863	ED402085//
PS024864	ED402086
PS024865	ED402087
PS024866	ED402088
PS024869	ED402089
PS024870	ED402090
PS024871	ED402091
PS024872	ED402092
PS024873	ED402093
PS024874	ED402094
PS024875	ED402095//
PS024876	ED402096
PS024877	ED402097
PS024878	ED402098
PS024879	ED402099
PS024880	ED402100
PS024881	ED402101
PS024882	ED402102
PS024883	ED402103
PS024884	ED402104
PS024896	ED402105
PS024914	ED402106
PS024916	ED402107
PS024924	ED402108
PS024925	ED402109
PS024927	ED402110
PS024928	ED402111

RC - Rural Education and Small Schools

RC020765	ED402112
RC020768	ED402113
RC020769	ED402114
RC020771	ED402115
RC020774	ED402116
RC020775	ED402117
RC020777	ED402118
RC020779	ED402119
RC020780	ED402120
RC020783	ED402121
RC020784	ED402122
RC020785	ED402123
RC020786	ED402124
RC020787	ED402125
RC020790	ED402126
RC020792	ED402127
RC020793	ED402128
RC020809	ED402129//
RC020813	ED402130
RC020814	ED402131
RC020815	ED402132
RC020817	ED402133
RC020830	ED402134//
RC020834	ED402135
RC020838	ED402136
RC020839	ED402137
RC020840	ED402138
RC020842	ED402139//
RC020843	ED402140//
RC020844	ED402141//
RC020845	ED402142//
RC020848	ED402143//
RC020854	ED402144
RC020877	ED402145//

SE - Science, Mathematics, ans Environmental Education

SE058066	ED402146
SE058067	ED402147
SE058163	ED402148
SE058165	ED402149
SE058767	ED402150
SE058781	ED402151
SE058897	ED402152
SE058898	ED402153
SE058899	ED402154
SE058901	ED402155
SE058913	ED402156
SE058990	ED402157
SE058991	ED402158
SE058992	ED402159
SE059129	ED402160
SE059185	ED402161